

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland Union Elementary School District

CDS Code: 15-63578-0000000

School Year: 2026-27

LEA contact information:

Elia R. Sagasta

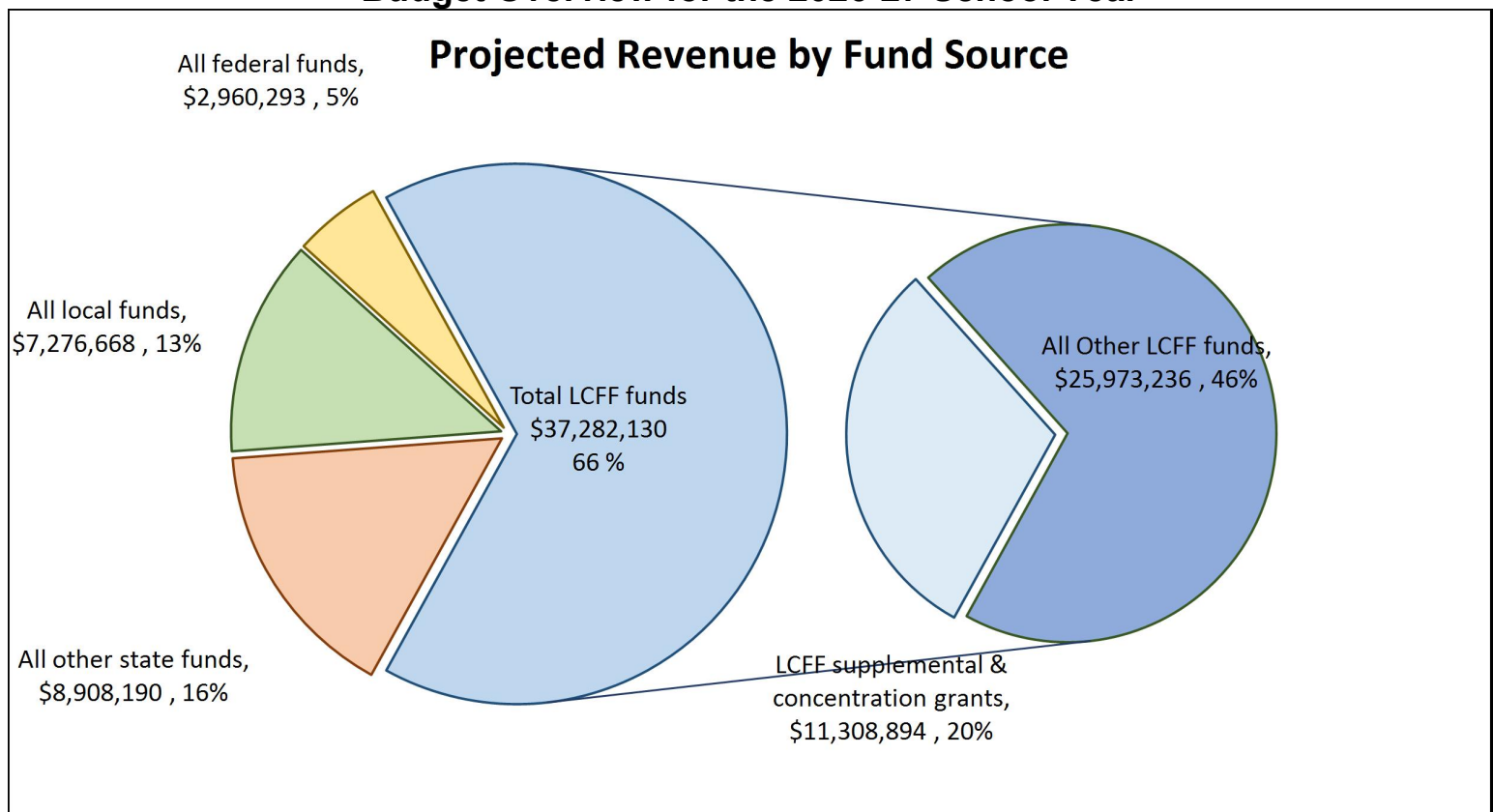
Assistant Superintendent, Educational Services

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661-746-8600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

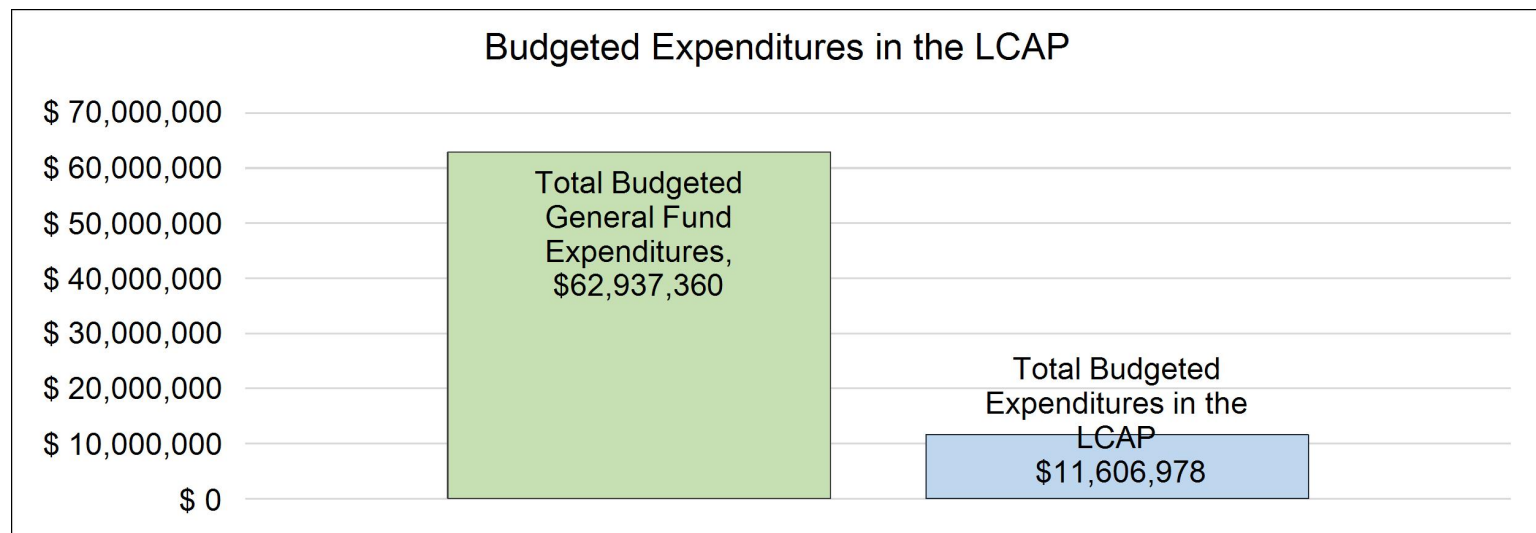


This chart shows the total general purpose revenue Richland Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richland Union Elementary School District is \$56,427,281, of which \$37,282,130 is Local Control Funding Formula (LCFF), \$8,908,190 is other state funds, \$7,276,668 is local funds, and \$2,960,293 is federal funds. Of the \$37,282,130 in LCFF Funds, \$11,308,894 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Richland Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Richland Union Elementary School District plans to spend \$62,937,360 for the 2026-27 school year. Of that amount, \$11,606,978 is tied to actions/services in the LCAP and \$51,330,382 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the actions and services included in the Local Control and Accountability Plan (LCAP), the General Fund budget supports a variety of operational expenditures necessary to maintain district programs and services. These expenditures include Special Education services, routine facilities maintenance and operations, utilities, transportation services, technology infrastructure, insurance, administrative and business services, required contributions to other funds (Special Education, Routine Maintenance, etc.), and other districtwide operational costs. These expenditures support the overall educational program and ensure the safe and efficient operation of schools, but are not specifically identified as LCAP actions or services.

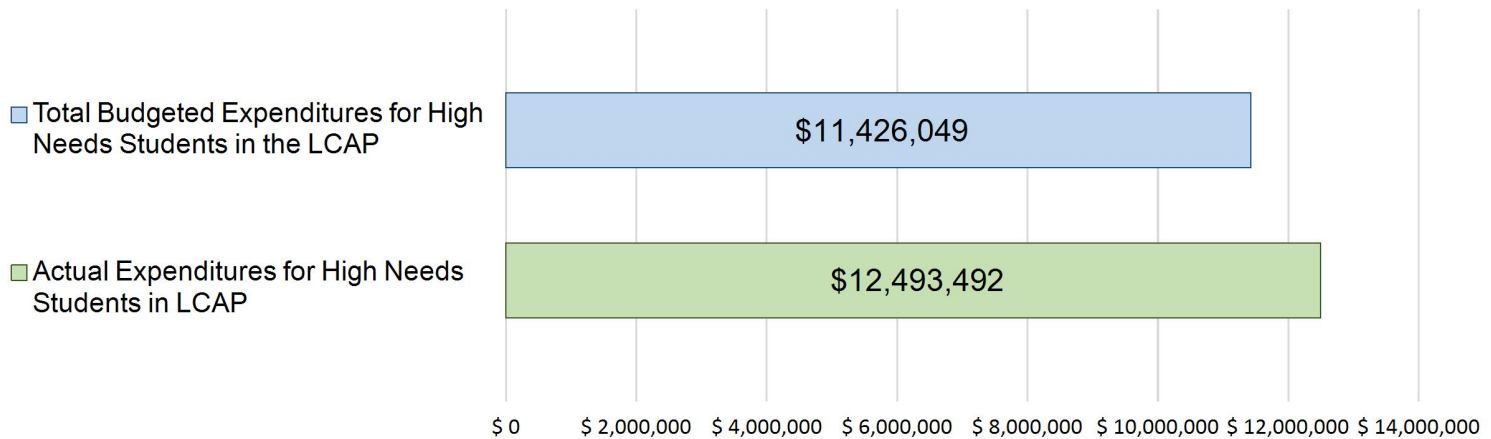
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Richland Union Elementary School District is projecting it will receive \$11,308,894 based on the enrollment of Foster Youth, English learner, and low-income students. Richland Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richland Union Elementary School District plans to spend \$11,365,835 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Richland Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richland Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Richland Union Elementary School District's LCAP budgeted \$11,426,049 for planned actions to increase or improve services for high needs students. Richland Union Elementary School District actually spent \$12,493,492 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richland Union Elementary School District	Elia R. Sagasta Assistant Superintendent, Educational Services	esagasta@rsdshafter.org 661-746-8600

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Richland School District is located in the city of Shafter, California. It is 18 miles (29 km) Northwest of Bakersfield and 89 miles North of Los Angeles. According to the 2020 census, the population was 19,953, a slight increase from the previous report of 19,271. Shafter's economy remains rooted in agriculture, with a diverse array of crops from almonds to cotton, alongside growing manufacturing, logistics, and energy sectors, making it an industrial center.

The district, overseen by a dedicated Governing Board and administrative team, serves a student body of 2,410 spanning preschool through eighth grade. The district has four schools that provide a nurturing environment for academic and personal growth: Golden Oak Elementary School (PK-6; 717 student enrollment), Redwood Elementary School (TK-6; 601 student enrollment), Sequoia Elementary School (TK-6: 534 student enrollment), and Richland Junior High School (7-8; 558 student enrollment). 90.8% of the student population qualifies for free or reduced lunch, as indicated in the 2025 California School Dashboard. Due to the Community Eligibility Provision, the district will continue providing free meals to all students. The student population is 93.5% Hispanic/Latino, 4.2% White, 1.2% Asian, 0.8% African American, 0.1% Native Hawaiian or Pacific Islander, 90.5% Low Income, 32.4% English Learners, 14.5% Students With Disabilities, 0.5% Foster Youth, and 6.6% Homeless, as indicated in the 2025 California School Dashboard. We are impacted by the enrollment decline prevalent in numerous California districts. Furthermore, chronic absenteeism, student safety, and addressing students' social-emotional needs remain ongoing challenges and significant concerns.

At Richland School District, we believe in "The Richland Way", a shared philosophy that guides our work and unites our community. We can build a culture of mutual respect and understanding, ensuring that every scholar, staff member, parent, and community member feels

acknowledged, heard, and valued. We will uphold high expectations for ourselves and one another, providing the challenges and support necessary to help every scholar reach their full potential. We must remain unwavering in our commitment to fostering exemplary character, academic success, and lifelong personal development. Every day, we strive to provide each student with the quality instruction and equitable support they need to thrive as productive members of society.

The Richland School District is dedicated to utilizing technology to enhance the learning experience and connect students with real-world environments. Golden Oak Elementary provides a Dual Language Program that supports students' journey towards biliteracy and fosters global interconnectedness. Our Dual program allows English learners to maintain their sense of identity and heritage by strengthening their native language while developing academic English proficiency. To ensure continuity of biliteracy development, we will expand our Dual Language Program to Richland Junior High beginning in the 2026-2027 school year for incoming 7th-grade students. The program will then extend to 8th grade in the 2027-2028 school year. At the junior high level, the program will serve as an extension of English Language Arts instruction with a focused emphasis on Bilingual ELA, academic vocabulary development, and cross-linguistic connections to further strengthen students' biliteracy skills.

We also offer a Gifted and Talented Education Program (GATE) for third through eighth-grade students, focusing on promoting complex levels of thinking through collaborative work, innovative solutions, and challenging students' unique creative abilities. GATE teachers utilize Project Lead the Way (PLTW), a project-based learning program incorporating science, technology, engineering, and math (STEM) to prepare students with in-demand skills and real-world problem-solving abilities. Redwood Elementary has launched a STEM Lab where all students participate in weekly lessons. During their STEM lab visits, students actively engage in the Engineering Design Process (EDP) and apply the Next Generation Science Standards (NGSS) through hands-on problem solving, collaboration, and real-world application of scientific and engineering concepts.

We have expanded our visual and performing arts program to include theatre and mariachi, offering students opportunities for artistic expression, performance, and cultural enrichment. These programs promote student engagement and collaboration while fostering creativity, confidence, and school connectedness. Furthermore, we provide various support and enrichment programs, such as at-home tutoring through Professional Tutors of America (PTOA), after-school academies, an extended school year for special education students, and a comprehensive Extended Learning Opportunities Program - Inspiring Greatness by Nurturing Innovation, Talent, and Exploration (IGNITE). Coupled with our After School Education and Safety Program (ASES), we offer students opportunities for homework assistance, visual and performing arts, after-school clubs, band, flag teams, field trips, sports clinics, and competitive sports.

We offer comprehensive mental health services, including access to four social workers, four school psychologists, and two counselors dedicated to addressing students' mental health needs. These supports include individualized behavior plans, small-group interventions, collaboration with teachers and families, and proactive strategies designed to improve student engagement, self-regulation, and overall academic success. Through our Community Schools Grant, we are providing Behavior Interventionists to deliver intensive, targeted behavior supports to students who have been identified as needing more intensive assistance to help them regulate their behaviors.

Our schools are equipped with two school nurses and five health aides, who, with our Shafter Family Resource Center personnel, work with the community to provide preventive care, health education, and guidance in health-related decision-making.

By embracing “The Richland Way”, we are committed to providing a safe, supportive, and enriching educational experience that empowers every student to reach their full potential because
We can... We will...We must...

None of our schools are receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following is a reflection on our annual performance based on reviewing the 2025 California School Dashboard (Dashboard) and our local data:

English Language Arts

Medium Performance Level: All Students, Hispanic, Social Economically Disadvantaged (SED), Homeless (HL)

Low-Performance Level: English Learners (ELs), Long-term English learners (LTEL), Students with Disabilities (SWD), and White students

Mathematics

Low Performance Level: All Students, ELs, Hispanic, HL, SED, White

Very Low Performance Level: LTELs, SWD

Science

High Performance Level: All Students, Hispanic

Medium Performance Level: ELs, SWD, HL, SED, Asian, FY

Very Low Performance Level: LTELs

English Learner Progress

Very High-Performance Level: LTELs

High Performance Level: ELs

Chronic Absenteeism

Medium Performance Level: ELs, LTELs, HL

Low-Performance Level: All Students, Hispanic, SED

Very Low Performance: Asian, FY, SWD, White

Suspension Rate

High-Performance Level: ELs, Hispanic

Medium Performance Level: All Students, LTELs

Low Performance Level: Asian, HL, SED, SWD, White

Very Low-Performance Level: FY

Richland School District (RSD) student groups maintained the Low Performance Level in Mathematics from 2024 to 2025, with an overall increase of 2.7 points Distance From Standard (DFS), as indicated on the 2025 Dashboard. The White student group decreased by 8.1 DFS, while the other student groups experienced only minor increases or decreases, ranging from 1.6 to 2.8 DFS

As indicated on the 2025 Dashboard, our district experienced an overall increase of 5.2 points in the DFS in English Language Arts (ELA) from 2024 to 2025. While most student groups saw gains ranging from 5 to 11 points DFS, the White student group decreased by 4.3 points.

Science performance increased across most student groups. All Students and Hispanic students performed at the High Performance Level, increasing by 3 points. ELs, SWD, HL, SED, Asian, and FY performed at the Medium Performance Level, with increases ranging from 2.8 to 7.7 points. LTELs increased by 1.3 points but remained at the Lowest Performance Level.

The district's chronic absenteeism rate declined from 21.6% on the 2024 Dashboard to 20.4% on the 2025 Dashboard. Rates decreased for ELs, HL, LTELs, Hispanic, and SED students, while rates increased for Asian, FY, and White students.

The district's suspension rate decreased from 3.1% to 2.9%. Most student groups experienced reductions ranging from 0.4% to 4.2%, including LTELs, Hispanic students, and ELs. The All Student group declined by 0.2% and maintained its performance level. HL increased by 0.2%, shifting from Yellow to Orange, while SED students declined by 0.1% but moved to the Orange performance level, representing a minimal change from the prior year.

These gains in student achievement and engagement reflect ongoing efforts to enhance instructional practices, targeted support, and intervention strategies. However, challenges persist, particularly for Students with Disabilities in Math and LTELs in Math and Science. Foster Youth and SWD remain in the Lowest Performance Level for Chronic Absenteeism, including Suspension for Foster Youth, resulting in our district qualifying for Differentiated Assistance on the 2025 California School Dashboard. Addressing achievement gaps remains a priority, requiring our continued commitment to data-driven interventions and sustained student support across all schools in academics, attendance, and behavioral supports.

Our district continues to see encouraging progress in early literacy as reflected in the comparison of our 2025 and 2026 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Mid-Year Benchmark results for Kindergarten through 2nd grade:

Kindergarten: The percentage of students meeting or exceeding the benchmark decreased by 13 percentage points, with SED students decreasing by 9% and ELs increasing by 9%.

First Grade: Overall proficiency rose by 13%, with SED students improving by 12%, while EL increased by 9%.

Second Grade: There was a 2% overall increase, with a 13% gain among ELs, though SED maintained its status of 54% of students meeting or exceeding the standard.

We remain committed to strengthening instructional systems and improving student outcomes across all priority areas. While our District has demonstrated growth in English Language Arts and Science, and improvements in attendance and suspension rates, Mathematics performance and outcomes for specific student groups, including SWD, LTELs, and FY, continue to require focused attention.

The District's investment in targeted supports, including the work of Academic Recovery Teachers (ARTs), has contributed to building

teacher capacity, refining instructional practices, and strengthening early literacy outcomes. However, continued efforts are necessary to ensure consistent implementation of high-quality instruction and intervention across all schools.

Moving forward, the District will prioritize data-driven decision-making, targeted academic and behavioral supports, and differentiated strategies to address the needs of ELs, SED students, SWD, LTELs, and Foster Youth. The actions outlined in Goals two and three are essential to closing achievement gaps and will continue to be refined to ensure equitable outcomes for all students.

RSD schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard are:

Golden Oak Elementary (English Learner Progress)
Redwood Elementary (English Learner Progress, ELA, Math)
Sequoia Elementary (English Learner Progress)
Richland Junior High (ELA, Math, Suspension Rate)

RSD student groups with the lowest performance level on one or more indicators on the 2023 Dashboard are:

English Learners (English Learner Progress, Suspension Rate, ELA, Math)
Foster Youth (Suspension Rate)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (ELA)

Student groups within a school with the lowest performance level on one or more indicators on the 2023 Dashboard are:

Golden Oak:
English Learners (English Learner Progress)
Students with Disabilities (ELA, Math)

Redwood:
English Learners (English Learner Progress, ELA, Math, Suspension Rate)
Socioeconomically Disadvantaged (ELA, Math)
Students with Disabilities (ELA)
Hispanic (ELA, Math)
Homeless (Suspension Rate)

Richland Junior High:
English Learners (ELA, Math, Suspension Rate)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (ELA, Math)
Hispanic (ELA, Math)

Sequoia:
English Learners (English Learner Progress, ELA, Math)
Students with Disabilities (ELA)

The following document highlights goals and actions that address the identified needs of student groups and schools with the lowest performance levels on the 2023 CA School Dashboard: RSD School and Student Group Support Document

https://docs.google.com/document/d/1Po74hgZU07KLeP0y0AmWRhE2AK0rpQdPU_X6rnsX8/edit?usp=sharing

Learning Recovery and Emergency Block Grant

RSD has unexpended LREBG funds for the 2026-27 school year.

On January 9, 2025, RSD, in collaboration with Kern COE, conducted a comprehensive needs assessment to evaluate student performance and identify areas for targeted support. The team analyzed data from the 2024 California School Dashboard and local assessment data to identify key intervention priorities.

A review of state and local data indicates significant academic challenges in ELA and Math among the following student groups: SED, ELs, SWD, and LTELs, indicating a need for focused instructional support. While student attendance has improved somewhat, chronic absenteeism remains a critical issue across all school sites, negatively impacting student connectedness and achievement.

Based on our needs analysis, Goal 2, Action 11, directly addresses the need to provide social-emotional and mental health support services by providing a school psychologist to deliver comprehensive SEL support to students, including our low-income students, foster youth, and English learners experiencing learning difficulties and behavioral concerns. This aligns with EC Section 32526(c)(2)(C), which allows for the integration of evidence-based pupil support to remove barriers to learning and improve student well-being.

Goal 3, Action 4, directly addresses the need to provide targeted, small-group instruction and support for students struggling with language development, particularly English Learners, LTELs, and students with disabilities. A speech pathologist will work with students to improve oral language skills, communication abilities, and literacy acquisition. This aligns with EC Section 32526(c)(2)(B)(ii), which supports the implementation of one-on-one or small group learning supports to accelerate learning recovery.

Goal 3, Action 11, directly addresses the need to increase individualized instruction by reducing class sizes in grades 4-8 to a maximum of 27:1. This reduction will allow teachers to provide more targeted academic support, prioritizing low-income students, foster youth, and English learners. This action aligns with EC Section 32526(c)(2)(A), which permits the use of funds to decrease staff-to-pupil ratios, thereby stabilizing instructional services and promoting learning recovery.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The district met the criteria for Differentiated Assistance based on the 2025 California School Dashboard results. Foster Youth were identified in the Lowest performance level (Red) for both Chronic Absenteeism and Suspension, and Students with Disabilities (SWD) were identified in the Lowest performance level (Red) for Mathematics and Chronic Absenteeism.

In comparing student group performance on the 2023 and 2025 California School Dashboard in English Language Arts (ELA), several groups demonstrated stability or improvement. All Students, SED, and Hispanic students maintained a Medium performance level, increasing by

approximately 4–5 points. HL students improved 11.5 points, moving from Low to Medium, while LTELs increased 14.2 points, moving from the Lowest to Low performance level. ELs also improved 12.9 points, moving from the Lowest to the Low performance level. SWD increased by 9.8 points, while White students declined by 4.3 points and remained in the Low performance level.

In Mathematics, performance declined across multiple student groups. All Students, SED, Hispanic, HL, and White students moved from the Medium performance level in 2023 to the Low performance level in 2025, with decreases ranging from 0.9 to 2.8 points. Additionally, LTELs and SWD declined from the Low to the Lowest performance level. While LTELs showed a slight increase of 1.6 points, this growth was insufficient to maintain their prior performance level, and SWD declined by 2.6 points, further widening achievement gaps.

For the English Learner Progress Indicator (ELPI), ELs improved from Medium to High performance level, reflecting a 5.9 percentage-point increase. LTELs demonstrated significant progress, moving from the Low performance level (Orange) to the Highest performance level (Blue), an increase of 22.1 percentage points.

In Chronic Absenteeism, the district rate declined slightly by 1.2 percentage points, however the overall performance level decreased from Medium to Low. ELs and LTELs maintained the Medium performance level, while All Students, SED, and Hispanic students declined from Medium to Low. Foster Youth, SWD, White, and Asian students declined to the Lowest performance level, with rates ranging from 24.3% to 31.3%, indicating significant attendance concerns among these groups.

In the Suspension Indicator, ELs maintained a High performance level (Green), while All Students and LTELs maintained a Medium performance level (Yellow). However, SED, HL, Hispanic, and White students declined from Medium to Low performance levels (Orange). The Asian student group declined from the Highest performance level (Blue) to the Low performance level (Orange). Foster Youth declined from the Low to the Lowest performance level (Red), with suspension rates increasing by 4 percentage points.

Overall, the Dashboard results indicate areas of improvement in ELA and ELPI, particularly for English Learners and LTELs, while Mathematics, Chronic Absenteeism, and Suspension data highlight areas requiring targeted support, especially for Students with Disabilities and Foster Youth, which led to the district's identification for Differentiated Assistance.

Following the release of the 2025 California School Dashboard, the district began working with the County Office of Education to receive Differentiated Assistance support. On February 18, 2026, the district and County Office conducted a Data Dive and Needs Assessment to analyze Dashboard results and identify areas requiring targeted improvement. The district will continue to collaborate with the Differentiated Assistance Committee throughout the year to refine and implement an action plan using evidence-based practices to improve academic outcomes and reduce chronic absenteeism and suspension rates.

The district remains committed to the Continuous Improvement Process (CIP) in partnership with the County Office of Education. Currently, the district is in the Initial Implementation stage, focusing on implementing evidence-based instructional strategies to ensure mastery of essential standards, with an initial emphasis on mathematics and reducing chronic absenteeism, with the goal of scaling successful practices across all subject areas.

This work is supported through several LCAP actions, including Action 1.1 (Curriculum and Instruction), Action 1.3 (Comprehensive School Site Program Support), Action 2.2 (LCAP Coordination/Leadership), Action 2.4 (Attendance/Chronic Absenteeism Support), and Action 3.10

(Data Analysis and Decision Making). Additionally, Richland School District has reaffirmed its districtwide mission and vision—“We Can... We Will... We Must...”—reflecting the district’s commitment to equitable, high-quality instruction and improved outcomes for all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

According to the 2025 California School Dashboard, no schools are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

According to the 2025 California School Dashboard, no schools are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

According to the 2025 California School Dashboard, no schools are eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	February - March 2026: The LCAP Educational Partner Survey was posted on both school and district websites. Multiple ParentSquare notifications, including survey links and QR codes, were distributed to families to increase access and participation. LCAP Roadshows were conducted at each school site during the school day, along with two evening sessions (one in English and one in Spanish) to ensure broader accessibility. During these sessions, parents were provided with the 2024–27 RSD LCAP presentation and given the opportunity to complete the survey on their personal devices or on Chromebooks provided. Staff were available to answer questions and provide technical support. The presentation included an overview of the LCAP purpose, goals, actions, expenditures, and expected outcomes. Additionally, the most current state and local data for all students and student groups were shared, including progress from the prior year. Educational partners were encouraged to provide feedback through the LCAP Educational Partner Survey.
Students	On October 2, 2025, and March 12, 2026, students in grades 4–8 were provided two opportunities to share feedback on school connectedness, sense of safety, and suggestions for school improvement.

Educational Partner(s)	Process for Engagement
	From February 10–13, 2026, students also participated in the California Healthy Kids Survey, providing additional input on school climate and student well-being. On April 11, 2026, the Junior High Student Advisory Council met to provide targeted feedback to inform LCAP development.
Teachers	February - March 2026: The LCAP Educational Partner Survey was posted on both school and district websites. Notifications via email and ParentSquare, including survey links and QR codes, were also distributed to teachers to encourage participation. LCAP Roadshows were conducted at each school site during the school day, along with one evening session to provide additional access. During these sessions, teachers were provided with the 2024–27 RSD LCAP booklet to record questions and suggestions. A presentation was delivered reviewing the LCAP’s purpose, goals, actions, expenditures, and expected outcomes. The most current state and local data for all students and student groups, including progress from the prior year, were also shared. Opportunities for questions and discussion were provided, and staff supported participants in submitting feedback through the digital LCAP Educational Partner Survey.
Principals and Administrators	In addition to participating in the March LCAP Roadshows at their respective school sites and completing the LCAP Educational Partner Survey, principals and administrators met quarterly beginning in August 2025 to review LCAP and SPSA goals and actions. Additional feedback was gathered during Full Cabinet and Principal meetings in Spring 2026, providing ongoing opportunities for administrators to review data, reflect on progress, and contribute input to inform LCAP development.
Other School Personnel	February - March 2026:

Educational Partner(s)	Process for Engagement
	The LCAP Educational Partner Survey was posted on both school and district websites. Multiple ParentSquare notifications, including survey links, were distributed to classified staff to encourage participation. LCAP Roadshows were conducted at each school site during the school day to provide opportunities for engagement. During these sessions, classified staff were provided with the 2024–27 RSD LCAP PowerPoint to record questions and suggestions. A presentation was delivered reviewing the LCAP’s purpose, goals, actions, expenditures, and expected outcomes. The most current state and local data for all students and student groups, including progress from the prior year, were also shared. Opportunities for questions and discussion were provided, and staff were supported in submitting feedback through the digital LCAP Educational Partner Survey.
Richland Teachers Association (RTA)	In addition to participation in LCAP Roadshows at each school site and the LCAP Educational Partner Survey, the draft LCAP was shared with the RTA President on May 18, 2026. Feedback was requested by May 22, 2026, with an invitation to provide input via a scheduled meeting or email.
Classified School Employees Association (CSEA)	In addition to participation in LCAP Roadshows at each school site and the LCAP Educational Partner Survey, the draft LCAP was shared with the CSEA President on May 18, 2026. Feedback was requested by May 22, 2026, with an invitation to provide input through a scheduled meeting or via email.
Parent Advisory Committee	In addition to participating in LCAP Roadshow presentations and surveys, PAC members met monthly to review data and receive updates on the LCAP. These meetings provided ongoing opportunities to address questions, gather feedback, and reinforce the committee’s role in supporting continuous improvement. In January, the Midyear Report was reviewed with the committee. The draft LCAP was presented during the regularly scheduled meeting on May 20, 2026, with time allocated for questions and feedback. PAC

Educational Partner(s)	Process for Engagement
	members expressed agreement with the proposed goals and actions, and no additional questions were submitted to the Superintendent.
English Learner Advisory Committee	In addition to participating in LCAP Roadshow presentations and survey opportunities, DELAC members met monthly to review LCAP information, student data, and program updates. These meetings provided ongoing opportunities for members to ask questions, provide input, and engage in discussions related to continuous improvement efforts and services supporting English Learners. In January, the District's Midyear LCAP Report was reviewed with the committee. The draft 2026–2027 LCAP was presented during the regularly scheduled DELAC meeting on May 21, 2026, with time allocated for discussion, questions, and feedback. DELAC members expressed support for the proposed goals and actions and indicated that stakeholder feedback gathered throughout the development process was reflected in the draft LCAP. No additional recommendations or requested revisions were submitted following the presentation.
Special Education Local Plan Area (SELPA)	The district consulted with SELPA on February 18, 2026, and during the District's Differentiated Assistance meeting with the County Office of Education and SELPA. These consultations provided opportunities to review data, discuss student needs, and gather input to inform the LCAP development.
Equity Multiplier School(s) Educational Partners	Our district did not receive any Equity Multiplier funds.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Based on feedback gathered through educational partner engagement activities, including surveys, advisory committee meetings, LCAP Roadshows, student feedback sessions, and site-based engagement opportunities, the following priorities informed the development of the 2026–2027 LCAP:

Goal 1:

Educational partners emphasized the importance of maintaining and strengthening professional learning, instructional support, and differentiated instructional practices to improve student achievement and engagement.

Feedback highlighted the continued need for:

- Professional learning in ELD, ELA, Mathematics, NGSS, and History/Social Science
- Stronger instructional strategies for English learners
- Increased use of differentiated instruction, small-group instruction, and data-driven instructional practices
- Expanded instructional coaching, collaborative planning, and teacher support systems
- Increased student engagement, academic discourse, and collaborative problem-solving opportunities

Educational partners also expressed the need to continue providing targeted academic recovery and intervention supports in English Language Arts and Mathematics, maintain individualized student support services, and strengthen instructional consistency across classrooms (Actions 1.1, 1.2, 1.3).

Feedback from educational partners supported continued investment in supports for English learners and low-income students through ELD-focused professional learning, instructional coaching, technology access, Dual Language Program expansion, and expanded access to enrichment and elective opportunities (Actions 1.1, 1.2, 1.5, 1.6, 1.8).

Students expressed interest in more hands-on and engaging learning experiences, while educational partners emphasized the importance of expanding enrichment opportunities and reducing barriers to participation in electives for English learners receiving designated ELD services (Actions 1.6, 1.8).

Goal 2:

Educational partners emphasized the importance of strengthening family communication, engagement, and student connectedness.

Families requested:

- Increased communication regarding student progress and available supports
- Expanded parent workshops and educational opportunities
- Greater family involvement and participation in decision-making
- Improved two-way communication systems between school and home

Educational partners also emphasized the importance of maintaining safe, welcoming, and supportive school environments that promote student connectedness, positive school climate, and student wellness (Actions 2.1–2.3, 2.4–2.8, 2.10, 2.13).

Students and families identified chronic absenteeism, student engagement, and family connectedness as ongoing areas of need and emphasized the importance of coordinated student support services and social-emotional supports.

Educational partners further highlighted the importance of maintaining safe and engaging opportunities outside the regular school day through expanded enrichment activities, increased literacy opportunities, library access, and community engagement experiences for students (Actions 2.9, 2.12).

Goal 3:

Educational partners emphasized the importance of maintaining and strengthening academic recovery, intervention, and instructional support systems.

Feedback supported continued implementation of:

- Academic Recovery Teachers in ELA and Mathematics
- Literacy intervention and Science of Reading practices
- Increased rigor in mathematics instruction
- Expanded differentiated and small-group instruction
- Improved mathematical discourse and student engagement

Educational partners also emphasized the need for earlier intervention systems, stronger SST processes, improved progress monitoring, and increased collaboration between intervention staff and classroom teachers (Actions 3.1–3.5).

Feedback further identified the need for stronger collaborative planning systems, improved use of assessment data, and increased support for instructional consistency and data analysis to strengthen classroom instruction and intervention practices (Actions 3.10–3.11).

Educational partners emphasized the importance of maintaining Class Size Reduction to support individualized instruction, while also increasing recruitment and retention efforts to reduce reliance on interns and substitute teachers (Action 3.11).

Educational partners also expressed support for maintaining enrichment opportunities, student engagement supports, and PE aide services to strengthen school connectedness and student participation (Actions 3.6, 3.12).

Goal 4:

Educational partners emphasized the importance of strengthening the implementation of services and supports for English Learners.

Feedback highlighted the need for:

- Stronger Designated and Integrated ELD instruction
- Increased staff training and collaboration related to English Learner supports
- More effective use of ELPAC results and ELPAC task types to guide instruction
- Clearer instructional expectations for ELD implementation
- Continued academic and social-emotional support services for Long-Term English Learners and newcomer students

Educational partners also emphasized the importance of maintaining targeted intervention and tutoring supports to improve language acquisition and academic success for English Learners (Actions 4.1–4.4).

In developing the 2026–2027 LCAP, we carefully considered feedback from educational partners, including input from unduplicated pupil groups. While not all recommendations could be fully implemented, feedback was reviewed and balanced against available funding, staffing capacity, and district priorities. The resulting goals and actions reflect a strategic allocation of resources designed to support student success, equity, and continuous improvement throughout Richland School District.

The public comment posting period was May 26–June 2, 2026. A public hearing was held on June 8, 2026, during a regularly scheduled

Board meeting. Public comments were considered in the final LCAP, which was adopted at a regularly scheduled Board meeting on June 22, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Along with implementing Common Core State Standards instruction and integration of 21st Century Skills in all classrooms, we will provide the conditions for learning, including qualified teachers and the appropriate facilities to pave the way for students to succeed in their current grade level and prepared for College and Careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

When considering our current state and local data, Goal 1 was developed to ensure the conditions for learning are appropriate for students in our district. The district commits to providing a collaborative professional learning environment aligned to standards for student learning. Actions will focus on preparing, training, and retaining qualified teachers, principals, paraprofessionals, and other staff. Efforts will focus on providing the professional learning and support of technology in and out of the classroom and ensuring that students have access to programs by reducing class sizes and by providing additional sections and programs before and after school. By monitoring the implementation of academic standards, students' access to a broad course of study and programs and services to meet their unique needs, access to effective teachers, along with facilities maintained in good repair, we will ensure students are provided the conditions for learning that will pave the way for them to be successful in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	2023-2024 Appropriately assigned: 100% Teachers fully credentialed: 96.3%	2024-2025 Appropriately assigned: 100% Teachers fully credentialed: 96.67%	2025-2026 Appropriately assigned: 100 % Teachers fully credentialed: 94%	2026-2027 Appropriately assigned: 100% Teachers fully credentialed: maintain at or above 95%	Year 2 to Baseline Percentage Point Difference: Appropriately assigned: 0% Teachers fully credentialed:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Report 4.1 & 4.3 State Priority: 1a					-2.3
1.2	Percent of pupils who have access to standards-aligned instructional materials Source: Textbook Inventory (Local) State Priority 1b	2023-2024 100%	2024-2025 100%	2025-2026 Standards Aligned Instructional Materials: 100%	2026-2027 100%	Year 2 to Baseline Percentage Point Difference: 0%
1.3	Percent of facilities that met or exceeded the "good repair" standard on the Facilities Inspection Tool Source: Facilities Inspection Tool (Local) State Priority 1c	2023-2024 100%	2024-2025 100%	2025-2026 100%	2026-2027 100%	Year 2 to Baseline Percentage Point Difference: 0%
1.4	Percent of teachers consistently and effectively using instructional strategies for student groups Source: Classroom Observation Form State Priority: 2a	2023-2024 Explicit Direct Instruction: 39% Academic Conversations: 31% Student Success Criteria: 21%	2024-2025 Explicit Direct Instruction: 45% Academic Conversations: 35% Student Success Criteria: 42%	2025-2026 Explicit Direct Instruction: 67% Academic Conversations: 42% Student Success Criteria: 58%	2026-2027 Explicit Direct Instruction: 55% Academic Conversations: 46% Student Success Criteria: 36%	Year 2 to Baseline Percentage Point Difference: Explicit Direct Instruction: +28% Academic Conversations: +11% Student Success Criteria: +37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of teachers using KiDS to access student group data at least monthly Source: Usage Report State Priority: 2a	2023-2024 8.1%	2024-2025 8.8%	2025-2026 36.8%	2026-2027 30%	Year 2 to Baseline Percentage Point Difference: +28.7%
1.6	Level of implementation in providing professional learning to teachers Source: CDE Self-Reflection Tool State Priority: 2a	2023-2024 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Initial Implementation) HSS (Initial Implementation)	2024-2025 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Initial Implementation) HSS (Initial Implementation)	2025-2026 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Initial Implementation) HSS (Initial Implementation)	2026-2027 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Full Implementation) HSS (Full Implementation)	Year 1 to Baseline Difference: ELA (0) ELD (0) Math (0) NGSS (0) HSS (0)
1.7	Percent of students who have access to computing devices at school and at home Source: LMS Report State Priority: 2a	2023-2024 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%	2024-2025 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%	2025-2026 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%	2026-2027 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%	Year 1 to Baseline Percentage Point Difference: All students: 0% Low-income: 0% English Learners: 0% Foster Youth: 0%
1.8	Level of implementation in providing professional learning and instructional material to teach ELD Source: CDE Self-Reflection Tool	2023-2024 Professional Learning (Initial Implementation) Instructional Materials (Initial Implementation)	2024-2025 Professional Learning (Full Implementation) Instructional Materials (Initial Implementation)	2025-2026 Professional Learning (Full Implementation) Instructional Materials (Full Implementation)	2026-2027 Professional Learning (Full Implementation) Instructional Materials (Full Implementation)	Year 1 to Baseline Difference: Professional Learning: +1 Instructional Materials: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 2b					
1.9	Percent of low-income and English learners enrolled in the Dual Language Program Source: SIS Report State Priority: 7a	2023-2024 Low-income: 81% English learners: 48%	2024-2025 Low-income: 82% English learners: 39%	2025-2026 Low-income: 64% English learners: 35%	2026-2027 Low-income: 85% English learners: 50%	Year 1 to Baseline Percentage Point Difference: Low-income: -17% English learners: -13%
1.10	Percent of low-income and English learner students enrolled in additional elective classes Source: SIS Report State Priority: 7b	2023-2024 Low income: 5.52% English learner: 6.2%	2024-2025 Low income: 7.14% English learner: 18.36%	2025-2026 Low income: 78% English learner: 43%	2026-2027 Low income: 7.52% English learner: 9.2%	Year 1 to Baseline Percentage Point Difference: Low income: +73% English learner: +37%
1.11	Percent of students with disabilities who are in general education class more than 80% of the time Source: SIS Report State Priority: 7c	2023-2024 54.3%	2024-2025 52.3%	2025-2026 48.2%	2026-2027 56.3%	Year 1 to Baseline Percentage Point Difference: -6.1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions 1.1, 1.2, and 1.3 were implemented as intended. Teachers participated in professional development focused on research-based strategies to support English learners, low-income students, and foster youth, including Explicit Direct Instruction (EDI) integrated with ELA, Math, and K–6 Literacy, as well as training on embedding English Language Development (ELD) strategies using Thinking Maps and

implementation of the English 3D curriculum during designated ELD. Ongoing support was provided through classroom observations, teacher-requested support, and structured walkthrough cycles, resulting in increased classroom walkthrough frequency and full teacher participation during designated observation windows. However, walkthrough data indicate that while foundational instructional strategies are being implemented, student discourse remains at the emerging level because instruction remains primarily teacher-directed, with limited opportunities for students to explain their thinking, build on peers' ideas, justify responses, or engage in academic discussion and debate. This suggests a need for more targeted coaching and modeling to facilitate student-centered discourse and academic language development, moving practice from teacher-directed questioning to student-driven engagement.

Action 1.4 was implemented as intended, with all TK students in the special day class mainstreaming into a general education classroom for part of their school day, supported by an instructional aide.

Actions 1.5 and 1.7 were implemented as intended, enabling us to achieve our technology goals by providing a 2:1 device/student ratio and ensuring students have access to well-maintained technology resources.

Action 1.6 was implemented as intended, and we were able to sustain our two zero-period classes. We were prepared to add an additional zero period if necessary.

Action 1.8 was implemented as intended. Our Dual Language Immersion program continues to expand, with plans to add a seventh-grade Bilingual ELA class in the 2026-27 academic year, reflecting our commitment to biliteracy education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Richland School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the 2025-2026 LCAP.

The total budgeted expenditures for Goal 1 were \$1,804,845.46, while the estimated actual expenditures were \$1,750,300.27, resulting in a difference of \$54,545.19.

Action 1.8 Dual Language Program (\$14,572)

The material difference for Action 1.8 was due to lower-than-anticipated expenditures for instructional materials. The district had sufficient materials to support the TK–6 Dual Language Program.

The District determined that there were no material differences in the implementation of actions and services associated with Goal 1. Variances were primarily attributable to adjustments in actual expenditures and did not substantively impact the planned services or supports provided to students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 1.1, 1.2, and 1.3 were effective in improving instructional practice, which was the primary focus of this school year. Professional learning in English Language Development (ELD), ELA, and Math reached a “Full Implementation” level, supported by 94% teacher

participation in Explicit Direct Instruction (EDI) training and targeted math coaching in grades 2, 5, and 6–8. Instructional walkthrough data indicate that 67% of teachers consistently implement Explicit Direct Instruction (EDI) strategies, 58% effectively support students in applying success criteria, and 42% provide opportunities for students to engage in academic conversations. Although the District did not fully meet its three-year targets, implementation increased substantially from the 2023–2024 baseline. Explicit Direct Instruction improved by 28 percentage points (39% to 67%), Student Success Criteria increased by 37 percentage points (21% to 58%), and Academic Conversations increased by 11 percentage points (31% to 42%). These improvements reflect the impact of ongoing professional learning, instructional coaching, classroom walkthrough feedback, and administrator support. Action 1.2 further strengthened these efforts by providing a full-time induction provider who supports new teachers through individualized coaching, mentoring, and feedback, contributing to continued growth in instructional practices among induction teachers. While progress has been made, classroom walkthrough data indicate that academic conversations remain an area for continued improvement. Student discourse remains at the emerging level in many classrooms, as instruction is often teacher-directed, with limited opportunities for students to explain their thinking, justify responses with evidence, build on peers' ideas, and engage in meaningful academic discussion. These findings indicate the need for continued professional learning, coaching, and modeling to strengthen student-centered instructional practices, increase academic discourse, and promote deeper student engagement and ownership of learning. Support for NGSS and HSS remains at the “Initial Implementation” level, indicating an additional area for growth.

Action 1.4 was partially effective in increasing the access of PreK special day class students with disabilities to TK general education settings. While all PreK SDC students were mainstreamed, the percentage participating in general education for more than 80% of the day decreased from 54.3% in 2024–25 to 48% in 2025–26, indicating that sustained participation was not consistently achieved. This outcome reflects the need to strengthen collaboration, targeted training, and alignment between general and special education staff to support inclusive practices. To address this, the District will increase professional learning, structured collaboration, and planning to improve students with disabilities' access to and participation in grade-level instruction.

Action 1.5 was effective in increasing teacher use of the KiDs platform to access and analyze student group data, with 36.8% of teachers utilizing the platform at least monthly, representing a 28.7% increase from the previous year and meeting the established three-year target. This increase occurred because teachers received ongoing training and support in using the platform to analyze student data, thereby strengthening a data-informed culture and supporting more intentional instructional planning.

Action 1.6 was effective in expanding access to instructional time and course offerings for unduplicated student groups. Enrollment data show a 71% increase in low-income student participation in zero-period classes, rising to 78% of total enrollment. Notably, English learner participation in zero period increased by 25%, with 43% now enrolled.

Action 1.7 was effective, as 100% of students—including low-income students, English learners, and foster youth—had access to computing devices at school and at home, meeting the three-year target in Year 1. This outcome was achieved because the District provided devices and ensured consistent access, thereby increasing equitable access to instructional materials and enabling students to complete assignments and participate in learning beyond the school day.

Action 1.8 was partially effective in expanding access to the TK-6 dual language immersion program. While the program continues to serve unduplicated students, the percentage of low-income students decreased from 82% to 64%, and English learner enrollment declined to 35%, below the three-year targets of 85% and 50%, indicating limited growth in targeted student participation. This outcome reflects restricted access due to enrollment limited to the TK/kindergarten entry point. Despite this, the program remains effective in supporting student

achievement, with participating students outperforming their peers academically. To address enrollment gaps, the District will expand access through multiple entry points (TK–7) and introduce a Bilingual ELA class in seventh grade to strengthen continuity and increase participation among low-income students and English learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1 will be refined based on implementation data. While the District made significant gains in implementing Explicit Direct Instruction, Student Success Criteria, and Academic Conversations over the three-year period, the established targets were not fully met. Classroom walkthrough data indicate that student discourse remains at the emerging level, with instruction remaining primarily teacher-directed and providing limited opportunities for students to explain their thinking, justify responses with evidence, and build on peers’ ideas. Additionally, initial implementation data for Next Generation Science Standards (NGSS) and History–Social Science indicate a need for expanded instructional support in these content areas. In response, the District will strengthen its focus on student-centered instruction, academic discourse, and academic language development through targeted professional learning, instructional coaching, and ongoing classroom walkthrough feedback.

Action 1.4 will be refined based on implementation data, as the percentage of TK students with disabilities participating in general education for more than 80% of the day decreased, indicating that access did not result in sustained participation. This outcome reflects the need to strengthen collaboration, co-planning, and alignment between general and special education staff to support inclusive practices. In response, the District will increase professional learning to improve students with disabilities’ access to and participation in grade-level instruction and support teacher collaboration.

Action 1.8 – Based on reflection on prior implementation, the District is revising Action 1.8 and Metric 1.9 to address limited access to the Dual Language Immersion (DLI) program. Previously, entry was restricted to TK/Kindergarten, which over time reduced participation among unduplicated students, as reflected in declines in low-income enrollment (82% to 64%) and English learner participation (35%), both below targets. To address this, the District will expand entry points to TK–7 and add a Bilingual ELA class in seventh grade. These changes are being made because a single entry point limited access for unduplicated students, and expanding pathways allows more students to enter and remain in the program across grade levels. Progress will be measured through Metric 1.9 by tracking enrollment and participation rates of low-income students and English learners to determine if access and representation increase.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Services - Director	Action 1.1: The Director of Curriculum and Instruction will coordinate comprehensive high-quality professional learning aligned with the Common Core State Standards and Frameworks, utilizing district-adopted	\$532,779.63	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum, including Explicit Direct Instruction (EDI), while strengthening student-centered discourse and academic language development across content, with attention to English learners and unduplicated students. The District will provide additional support in ELA, Mathematics, English Language Development, Science, History/Social Science, and collaborative teaching. Coaching cycles and structured collaboration will strengthen instructional practices to increase student engagement, academic language proficiency, critical thinking, and collaborative problem-solving. Expenses for this action include the director's salary, extra time for teachers/substitutes, consultant costs, training materials, supplemental materials, assessment copies, and learning management systems.		
1.2	Teacher Induction Program Support Provider	The Induction Program Support Provider will mentor new teachers, interns, and teachers working toward acquiring appropriate credentials focusing on content and pedagogy in conjunction with professional learning offered by the district and county office of education. Training will emphasize effective teaching methods, including Explicit Direct Instruction, to boost academic performance for low-income students, English learners, and Foster Youth. The Support Provider will also engage in district-wide ELD professional development to assist teachers in implementing instructional initiatives. Retention efforts will prioritize credential clearance and training in instructional delivery and classroom management to support existing teachers and reduce turnover. Expenses for this action include induction contract and supplies	\$70,000.00	Yes
1.3	Comprehensive School Site Program Support	To improve the learning conditions for the lowest performing student groups and foster a culture of continuous improvement, principals will provide professional development opportunities tailored to their teachers' needs and planning time to ensure cohesive implementation of instructional strategies while informing instructional decisions. Training will be provided in conducting effective grade-level collaborative meetings. Regular meetings will be held with district leadership and site	\$69,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrators to calibrate practices and monitor the effectiveness of implemented practices. Expenses will include contracted services, extra time for teachers, substitutes, duplication, and supplemental materials to support professional development and implementation of instructional strategies		
1.4	PreSchool Mainstreaming	Action 1.4: One instructional aide will provide targeted instructional support for English learners, low-income students, and foster youth in a PreK special day class as they transition into the TK general education setting. We will also monitor the increased participation of students with disabilities in general education for more than 80% of the instructional day. The District will provide targeted professional learning based on teacher need and strengthen collaboration between general and special education teachers to support co-planning, instructional alignment, and the implementation of inclusive practices that increase student access to and participation in grade-level instruction. Expenses: Instructional aide, professional learning contracts, teacher extra time, instructional materials, copies	\$25,053.00	No
1.5	Educational Technology	The Education Technology Teacher will assist classroom teachers in effectively integrating technology through the use of district-adopted and other programs focused on leveraging technology to support English learners, low-income, and at-risk student groups. The Ed. Technology Teacher will focus on our district-wide 3rd party systems that directly address the learning gaps of K-8th grade students and the achievement gaps between our English learners, low-income and our all-student group, providing training and ongoing assistance to staff in the appropriate use and assignment of universal tools for online testing, facilitating the collection, disaggregation, and interpretation of data by student groups to guide teaching and learning for our English learners including LTELs, foster youth, and low-income students. Expenses include personnel, benefits, supplies	\$154,256.03	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Zero Period	Maintain two zero periods to provide the opportunity for English learners, low-income, and foster youth to enroll in an additional elective class during the regular school day. Additional zero periods will be made available if student participation is high and there is a need to set up additional classes. Digital and mailing notices emphasizing the benefits of enrolling in a zero period will be sent to unduplicated students and their parents. We will also consider an after-school zero period to provide an alternative to our targeted students who are unable to attend early classes. Expenses extra time	\$39,264.73	Yes
1.7	Technology	The Director of Technology will identify district and school technology needs to maintain current levels of technology to support the delivery of instruction. The director and three technology technicians will manage the deployment, maintenance, and technical support of electronic devices for students and staff, including replacing outdated and/or damaged equipment. Expenses include personnel, benefits, equipment, supplies	\$774,747.33	Yes
1.8	Dual Language Program	Action 1.8 Expand and strengthen the Dual Language Immersion program by increasing entry points beyond TK to improve access for unduplicated pupils, while continuing to build bilingualism, biliteracy, and cross-cultural competency as a pathway to the Seal of Biliteracy in High School. The program will continue to be offered in grades TK–6, with the addition of a 7th-grade Bilingual ELA class at the junior high level in 2026–27 to extend opportunities for continued language development and to prioritize student participation in the dual program. Expenses include professional development, extra time, supplemental instructional materials, and supplies	\$8,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students in the Richland School District will learn in a positive, welcoming, safe and supportive environment, where staff, parent, student, and community voices are valued for strengthening student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback from local surveys and current state and local data, Goal 2 was developed to increase family engagement and provide a safe, supportive learning environment by fostering purposeful engagement with students, parents, staff, and the community through multiple modes of communication. The actions support our commitment to address the health, safety, and social-emotional well-being of staff and all students, particularly our unduplicated pupils, while providing ancillary support to our families through our Student and Family Support Services department. Our actions will also support the increased efforts at school sites to provide a positive school climate. By providing social-emotional learning and support for students and implementing PBIS, an improvement in the overall school climate will occur, resulting in students feeling a greater sense of safety and connectedness to their school, leading to greater pupil engagement, increased attendance rates, and decreased chronic absenteeism and suspension rates. In addition, we will support families through parent workshops and training to deepen their understanding of the educational system and their role in decision-making, resulting in greater parent and family engagement and participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2023-2024 Full Implementation (Score = 4)	2024-2025 Full Implementation (Score =4)	2025-2026 Full Implementation (Score =4)	2026-2027 Full Implementation (Score =4)	Year 2 to Baseline Difference: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE Self-Reflection Tool State Priority: 3a					
2.2	Progress in providing families with information and resources to support student learning and development at home. Source: CDE Self-Reflection Tool State Priority: 3b	2023-2024 Full Implementation (Score = 4)	2024-2025 Full Implementation (Score = 4)	2025-2026 Full Implementation & Sustainability (Score = 5)	2026-2027 Full Implementation (Score = 4)	Year 2 to Baseline Difference: +1
2.3	Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Source: CDE Self-Reflection Tool State Priority: 3c	2023-2024 Full Implementation (Score = 4)	2024-2025 Full Implementation (Score = 4)	2025-2026 Full Implementation (Score = 4)	2026-2027 Full Implementation (Score = 4)	Year 2 to Baseline Difference: 0
2.4	Attendance Rate Source: KiDS Dashboard State Priority: 5a	May 2024 All Students: 93.3% ELs: 93.86% LI: 93.08% FY: 94.20%	May 2025 All Students: 94% ELs: 94% LI: 94% FY: 96%	May 2026 All Students: 94% ELs: 94% LI: 94% FY: 95%	May 2027 All Students: 95% ELs: 95% LI: 95.08% FY: 95%	Year 2 to Baseline Percentage Point Difference: All Students: +0.7 ELs: +0.14 LI: +0.92 FY: + 0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Chronic Absenteeism Rate Source: Ca School Dashboard State Priority: 5b	2022-2023 All students: 30.1% ELs: 26.9% LI: 31.5% FY: 24.1%	2023-2024 All students: 21.6% ELs: 19.1% LI: 22.6% FY: 17.9%	2024-2025 All students: 20.4% ELs: 18.4% LI: 21.3% FY: 31.3%	2025-2026 All students: 20% ELs: 16.9% LI: 21.5% FY: 15.1%	Year 2 to Baseline Percentage Point Difference: All students: -9.7 ELs: -16 LI: -10.2 FY: +7.2
2.6	Middle School Dropout Rate Source: CALPADS Report 8.1b State Priority: 5c	2023-2024 All Students: 0% ELs: 0% LI: 0% FY: 0%	2024-2025 All Students: 0% ELs: 0% LI: 0% FY: 0%	2025-2026 All Students: 0% ELs: 0% LI: 0% FY: 0%	2026-27 All Students: 0% ELs: 0% LI: 0% FY: 0%	Year 2 to Baseline Percentage Point Difference: All Students: 0 ELs: 0 LI: 0 FY: 0
2.7	Student Suspension Rate Source: Ca School Dashboard State Priority: 6a	2022-2023 All Students: 5.3% ELs: 6.5% LI: 5.4% FY: 15.2%	2023-2024 All Students: 3.1% ELs: 2.3% LI: 3.2% FY: 11.8%	2024-2025 All Students: 2.9% ELs: 1.9% LI: 3.1% FY: 15.8%	2025-2026 All Students: 2.3% ELs: 4% LI: 3% FY: 7%	Year 2 to Baseline Percentage Point Difference: All Students: -2.4 ELs: -4.6 LI: -2.3 FY: +.6
2.8	Student Expulsion Rate Source: Dataquest State Priority: 6b	2022-23 All Students: 0% ELs: 0% LI: 0% FY: 0%	2023-24 All Students: 0% ELs: 0% LI: 0% FY: 0%	2024-2025 All Students: 0% ELs: 0% LI: 0% FY: 0%	2025-26 All Students: 0% ELs: 0% LI: 0% FY: 0%	Year 2 to Baseline Percentage Point Difference: All Students: 0 ELs: 0 LI: 0 FY: 0
2.9	Percent of students who feel a sense of connectedness most or all of the time	2023-2024 5th & 6th Grade: 26.4%	2024-2025 5th & 6th Grade: 50%	2025-2026 5th & 6th Grade: 53%	2026-2027 5th & 6th Grade: 51%	Year 2 to Baseline Percentage Point Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Spring Student Climate Survey State Priority: 6c	7th & 8th Grade: 19.1%	7th & 8th Grade: 36.3%	7th & 8th Grade: 43.1%	7th & 8th Grade: 44%	5th & 6th Grade: +27 7th & 8th Grade: +24
2.10	Percent of students feeling safe most or all of the time Source: Annual Spring Student Climate Survey State Priority: 6c	2023-2024 5th & 6th Grade: 36.2% 7th & 8th Grade: 19.5%	2024-2025 5th & 6th Grade: 50.2% 7th & 8th Grade: 34.4%	2025-2026 5th & 6th Grade: 48% 7th & 8th Grade: 37%	2026-2027 5th & 6th Grade: 61% 7th & 8th Grade: 44%	Year 2 to Baseline Percentage Point Difference: 5th & 6th Grade: +12 7th & 8th Grade: +18
2.11	Percent of educational partners who feel a sense of connectedness Source: Annual LCAP Educational Partner Survey State Priority: 6c	2023-2024 Staff: 66% Parents of All Students: 63% EL Parents: 63% LI Parents: 51% FY Parents: N/A	2024-2025 Staff: 69% Parents of All Students: 67% EL Parents: 100% LI Parents: 64% FY Parents: N/A	2025-2026 Staff: 62% Parents of All Students: 69% EL Parents: 65% LI Parents: 59 % FY Parents: 61%	2026-2027 Staff: 75% Parents of All Students: 70% EL Parents: 70% LI Parents: 60% FY Parents: N/A	Year 2 to Baseline Percentage Point Difference: Staff: -4 Parents of All Students: +6 EL Parents: +2 LI Parents: +8 FY Parents: +61
2.12	Percent of educational partners who believe RSD schools are safe Source: Annual LCAP Educational Partner Survey State Priority: 6c	2023-2024 Staff: 63% Parents of All Students: 60% EL Parents: 87% LI Parents: 56% FY Parents: N/A	2024-2025 Staff: 73% Parents of All Students: 77% EL Parents: 100% LI Parents: 71% FY Parents: N/A	2025-2026 Staff: 75% Parents of All Students: 70% EL Parents: 87% LI Parents: 81% FY Parents: 76%	2026-2027 Staff: 75% Parents of All Students: 70% EL Parents: 90% LI Parents: 65% FY Parents: N/A	Year 2 to Baseline Percentage Point Difference: Staff: +12 Parents of All Students: +10 EL Parents: 0 LI Parents: +25 FY Parents: +76

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Percent of 8th-grade students meeting graduation requirements Source: Student Information System State Priority 6c	2023-2024 All Students: 86% ELs: 70% LI: 85% FY: 66%	2024-2025 All Students: 84% ELs: 68% LI: 83% FY: 100%	2025-2026 All Students: 88% ELs: 84% LI: 89% FY: N/A	2026-2027 All Students: 89% ELs: 73% LI: 88% FY: 70%	Year 2 to Baseline Percentage Point Difference: All Students: +2 ELs: +14 LI: +4 FY: N/A
2.14	Percent of families receiving site and district electronic communication Source: Parent Square Dashboard State Priority 6c	May 2024 99%	2024-2025 99%	2025-2026 99.6%	May 2027 99%	Year 2 to Baseline Percentage Point Difference: (+0.6%)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 was implemented with adjustments to expand access and strengthen family engagement through parent education opportunities. During the 2025–26 school year, 487 parents participated in 16 workshops, including increased participation from first-time attendees, particularly Hispanic, Spanish-speaking, and low-income families. Successes included high levels of parent satisfaction, with 95% of survey respondents indicating the workshops were beneficial, and increased attendance through partnerships with school sites to host parent nights that improved outreach and accessibility. Challenges included inconsistent participation across sites and workshop schedules, reliance on repeat participants at some events, and occasional cancellations or rescheduling due to staffing needs.

Action 2.2 was implemented as intended. From July 2025 through June 2026, the Assistant Superintendent facilitated ongoing collaboration with district and site leaders, support staff, educational partners, and the Board of Trustees to monitor implementation, fiscal alignment, and the effectiveness of LCAP actions. Educational partner engagement included PAC, DELAC, Student Advisory Committee meetings, Educational Partner Surveys, LCAP Road Shows, climate surveys, CHKS surveys, Parent and Family Engagement Self-Reflection Tools, and consultation with bargaining units and site teams. These processes supported data analysis, alignment with LCFF priorities, and timely adjustments to actions and resources. A key success was increased collaboration and alignment across departments and educational

partner groups. At the same time, a continuing challenge remains expanding consistent family participation to ensure broader representation across all student groups.

Action 2.3 was implemented as intended to promote inclusive participation through multiple communication channels, including ParentSquare, text messaging, phone calls, email, and websites. These efforts resulted in high family reach, with school sites maintaining communication rates between 99.3% and 99.6%. The use of ParentSquare groups/text messaging and ClassDojo supported two-way communication and increased engagement among families of unduplicated pupils and students with exceptional needs. Weekly reviews of communication reports and follow-up by district and school secretaries helped identify and resolve delivery issues, ensuring families consistently received information. A key success was our high level of family connectivity and expanded use of two-way communication tools. A continuing challenge is maintaining consistent family engagement beyond initial contact, as participation levels vary by site and communication method.

Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.13 were implemented as intended as part of a multi-tiered approach to improve attendance, student engagement, and overall well-being. Key successes included proactive attendance interventions through mini-SARB processes, increased referrals to support services, ongoing parent outreach, expanded health services, such as preventive screenings, and partnerships with community agencies to address student health needs. Enrichment opportunities, field trips, arts programming, and expanded library access also contributed to increased student engagement, with high participation in circulation and access to diverse resources. Family Resource Center services supported over 700 families and expanded access to basic needs and community resources, strengthening family engagement. Challenges included inconsistent parent participation in attendance interventions, variability in student engagement across sites and programs, and scheduling or staffing limitations that impacted health services, screenings, and program implementation. Additional challenges included low attendance at family literacy events, limited instructional time for technology integration, and the need for increased staff training and coordination. These findings highlight the need to strengthen implementation consistency, expand family engagement strategies, and improve service coordination to sustain and build on progress.

Actions 2.10 and 2.11 were successfully implemented to strengthen student behavior supports and social-emotional well-being. We implemented a comprehensive PBIS framework supported by data analysis using KiDS, regular PBIS and MTSS meetings, and site-based incentives and recognition systems. Social-emotional supports were expanded through counseling, restorative practices, and targeted programs, resulting in increased student engagement and improved behavioral outcomes, including reduced incidents and continued declines in suspension rates. Successes included effective use of data to guide interventions, increased staff training in SEL and restorative practices, and expanded student support services and engagement opportunities. Challenges included inconsistent implementation of Tier 1 behavior supports across classrooms, ongoing behavioral needs at specific grade levels, particularly sixth grade, and variability in parent engagement and follow-through for services. Additional challenges included staffing changes and the need for continued professional learning in classroom management and behavior support to ensure consistent and effective implementation across all sites.

Action 2.12 was implemented as intended to support unduplicated pupils at Richland Junior High through targeted outreach and engagement led by the Dean of Success. Students were encouraged to participate in academic and extracurricular activities, PBIS events, and school-wide programs, contributing to improved attendance, reduced chronic absenteeism, and strong student participation throughout the year. PBIS recognition data reflected high levels of student engagement, while a yard-duty aide supported structured activities during unstructured times to promote positive student interactions. Challenges included mid-year turnover in the Dean of Success and yard duty aide positions, which disrupted continuity of support and program implementation.

Action 2.14 was implemented as planned to provide students in grades 7–8 with a supportive alternative to suspension or expulsion through differentiated grade-level instruction, behavioral intervention, and social-emotional support. Services included counseling provided by a school social worker and a counselor, as well as expanded intensive counseling through the California Community Schools Partnership Program Grant. Site staff also connected students and families to the Family Resource Center and outside agencies to address additional social-emotional and behavioral needs. During the 2025–26 school year, six students were enrolled in the Opportunity Class, and 40 students participated in a five-day Opportunity Class as an alternative to suspension, with 18 students referred more than once. Key successes included maintaining students’ access to academic instruction and behavioral supports during disciplinary removals, increasing access to counseling and intervention services, and successfully transitioning one student back to their regular classroom setting. Challenges included recurring behavioral concerns among some students, as reflected in multiple referrals to the Opportunity Class and four enrolled students who were suspended while participating in the alternative-to-suspension setting. These findings highlight the continued need for intensive behavioral interventions, counseling support, and consistent family and community partnerships to support long-term student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Richland School District analyzed the material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-26 LCAP Goal 2 was \$3,469,753.79. The estimated actual expenditures for 2025-26 LCAP Goal 2 are \$3,244,756.51. This is a difference of \$224,997.28. The substantive differences were:

Action 2.1 - Educational Parent Engagement Community Liaison (\$20,830.58).

The difference in materials was due to the partial implementation of planned parent engagement activities. Only two of the three originally planned Parent Institutes were held due to scheduling constraints, and the planned Spanish Disciplina Positiva parent training was not offered during the 2025–26 school year.

Action 2.5 - Health Services District Nurse & Health Aide (\$34,328.78)

Actual expenditures were lower than budgeted due to overestimates of salary and supply costs. In addition, supplemental health supplies and resources were obtained through community partnerships and donations, reducing the need for District expenditures while continuing to meet students’ health needs. There were no material changes to the implementation of health services or supports provided to students.

Action 2.7 TK-8 Educational Excursions (\$53,032.17)

The material difference was due to lower-than-anticipated transportation and admission fees for educational excursions. Despite the expenditure variance, all students were provided the opportunity to participate in educational excursions as planned, and there were no material changes to the implementation of the action or services provided.

Action 2.13 Student/Family Support Coordinator (– \$20,397.61)

The material difference for Action 2.13 was due to the Dean of Success position remaining vacant for a portion of the school year. While salary and benefits were budgeted for a full year, additional time was needed to recruit and hire a qualified candidate, resulting in lower-than-

anticipated expenditures. Despite the staffing vacancy, student and family support services continued to be provided throughout the school year, and there were no material changes to the overall intent of the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 2.1, 2.2, and 2.3 were overall effective in strengthening family engagement, improving communication, and building parents' capacity to support student learning. According to the CDE Parent and Family Engagement Self-Reflection Tool, we maintained Level 4 – Full Implementation from 2024–25 to 2025–26 in building families' capacity to engage in advisory groups and decision-making (Metric 2.1). We improved from Level 4 – Full Implementation in 2024–25 to Level 5 – Sustainability in 2025–26 in providing families with information and resources to support student learning and development at home (Metric 2.2). Local survey data on educational partner connectedness (Metric 2.11) showed mixed outcomes. Parent connectedness among parents of all students increased from 67% in 2024–25 to 69% in 2025–26, a 2% increase. However, staff connectedness declined from 69% to 62%, representing a 7% decrease; English learner parent connectedness declined from 100% to 65%, representing a 35% decrease; and low-income parent connectedness declined from 64% to 59%, representing a 5% decrease. Foster youth parent connectedness data became available in 2025–26, with 61% reporting a sense of connectedness. Communication efforts remained highly effective, with more than 99% of families successfully reached through ParentSquare and teacher communication platforms, representing a 0.6% pts increase from the previous year (Metric 2.14). These results suggest that coordinated leadership, targeted communication, and parent education strategies strengthened family outreach systems and sustained high levels of communication. However, survey results also highlight the continued need to strengthen connectedness among English learner families while improving internal staff alignment and engagement across sites.

Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.13 were effective in improving student attendance, engagement, and school climate outcomes for all student groups, particularly unduplicated pupils. Based on Metric 2.4 (Attendance Rate), the District maintained an overall attendance rate of 94%, with English learners at 94%, low-income students at 94%, and foster youth at 95%. Compared to the previous year, attendance remained stable overall and for English learners and low-income students, while foster youth attendance declined by 1 percentage point. Metric 2.5 (Chronic Absenteeism Rate) also improved, with the overall chronic absenteeism rate decreasing from 21.6% to 20.4%, a 1.2 percentage-point decline. English learner chronic absenteeism decreased from 19.1% to 18.4% (0.7 percentage points), and low-income student chronic absenteeism decreased from 22.6% to 21.3% (1.3 percentage points). Foster youth chronic absenteeism increased from 17.9% to 31.3%, a 13.4 percentage-point increase. Although the California School Dashboard reflects this increase based on prior-year data, current-year local KiDs data indicate that no foster youth met the district's chronic absenteeism threshold by the end of the 2025–26 school year, suggesting that recently implemented supports have improved attendance outcomes for this student group. Metric 2.7 (Student Suspension Rate) also demonstrated improvement across most student groups compared to the previous year. Suspension rates decreased from 3.1% to 2.9% for all students, from 2.3% to 1.9% for English learners, and from 3.2% to 3.1% for low-income students, while the foster youth suspension rate increased from 11.8% to 15.8%. These results represent decreases of 0.2, 0.4, and 0.1 percentage points, respectively, and an increase of 4.0 percentage points for foster youth. Metric 2.9 (Student Connectedness) also improved. Connectedness among students in grades 5–6 increased from 50% to 53%, a 3 percentage-point increase, while connectedness among students in grades 7–8 increased from 36.3% to 43.1%, a 6.8 percentage-point increase. These results indicate that coordinated attendance interventions, health and wellness services, enrichment opportunities, expanded student engagement activities, and wraparound family supports contributed to improved attendance, reduced chronic absenteeism for most student groups, increased student connectedness, and lower suspension rates across most student groups. Challenges remain in improving outcomes for foster youth, increasing consistent family

participation across all sites, maintaining staffing stability, and strengthening coordination of intervention and support services to sustain and expand implementation.

Actions 2.10 and 2.11 were effective in improving school climate and student connectedness, and reducing suspension rates for all student groups, with targeted supports for unduplicated pupils. Implementation of Positive Behavior Interventions and Supports (PBIS), coupled with expanded social-emotional learning (SEL) and behavioral health services, contributed to measurable improvements in student behavior and reductions in exclusionary discipline practices. Based on Metric 2.7 (Student Suspension Rate), suspension rates decreased across all reported student groups from 2024 to 2025, including All Students from 3.1% to 1.16% (1.94 percentage point decrease), English learners from 2.3% to 1.06% (1.24 percentage point decrease), low-income students from 3.2% to 1.35% (1.85 percentage point decrease), and foster youth from 11.8% to 5% (6.8 percentage point decrease). These reductions indicate that the actions were particularly impactful for high-needs student groups, including foster youth and English learners. Metric 2.9 (Student Connectedness) also demonstrated improvement compared to the previous year, with connectedness among 5th- and 6th-grade students increasing from 50% to 53%, representing a 3 percentage-point increase, and among 7th- and 8th-grade students increasing from 36.3% to 43.1%, representing a 6.8 percentage-point increase. These results suggest that PBIS, counseling supports, restorative practices, and student engagement opportunities contributed to improvements in student connectedness, school climate, and student behavior. Overall, these actions demonstrate that PBIS, social-emotional learning, and behavioral supports were effective in reducing suspension rates and strengthening student connectedness across student groups. Challenges remain in ensuring consistent implementation of Tier 1 supports across classrooms, strengthening student connectedness at the junior high level, addressing persistent behavioral needs at targeted grade levels, and increasing parent engagement and follow-through for student support services.

Action 2.12 was effective in improving graduation outcomes for unduplicated pupils at Richland Junior High. Based on Metric 2.13, the graduation rate for English learners increased to 84%, up 16 percentage points from the previous year. In comparison, the graduation rate for low-income students increased to 88%, up 5 percentage points. Foster youth data were not reported due to the small student population. These results indicate that the targeted supports, student engagement opportunities, mentoring, and outreach provided through the Dean of Success action positively contributed to increased student success and graduation outcomes. This year, we experienced strong success in supporting students and ensuring they remained on track to graduate from Richland Junior High. Moreover, based on Metric 2.7 (Student Suspension Rate), suspension rates decreased across all student groups from 2024 to 2025, including All Students from 3.1% to 1.16%, representing a 1.94 percentage point decrease; English learners from 2.3% to 1.06%, representing a 1.24 percentage point decrease; low-income students from 3.2% to 1.35%, representing a 1.85 percentage point decrease; and foster youth from 11.8% to 5%, representing a 6.8 percentage point decrease. The largest reductions were observed among high-needs student groups.

Action 2.14 was effective in reducing suspensions for high-risk student populations, including unduplicated pupils, by providing an alternative to suspension through the Opportunity Class, where students received structured academic and behavioral interventions designed to address the underlying causes of student behavior and reduce incidents leading to suspension. Based on Metric 2.7 (Student Suspension Rate), suspension rates decreased across all student groups from 2024 to 2025, including All Students from 3.1% to 1.16%, representing a 1.94 percentage point decrease; English learners from 2.3% to 1.06%, representing a 1.24 percentage point decrease; low-income students from 3.2% to 1.35%, representing a 1.85 percentage point decrease; and foster youth from 11.8% to 5%, representing a 6.8 percentage point decrease. The largest reductions were observed among high-needs student groups. Metric 2.8 (Student Expulsion Rate) further demonstrates effectiveness, as the expulsion rate remained at 0% for all students, including English learners, low-income students, and foster youth. These outcomes indicate that the Opportunity Class and restorative intervention supports were effective in reducing

exclusionary discipline practices while maintaining student access to academic instruction and behavioral support services. These outcomes reflect the implementation of targeted, restorative behavioral supports that provided intervention before escalation, resulting in reduced exclusionary discipline. Overall, this action was effective in reducing suspensions and maintaining a zero-expulsion rate for the most vulnerable student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from implementation, effectiveness data, fiscal analysis, and educational partner feedback, we identified targeted refinements to Goal 2 actions, metrics, and implementation practices to strengthen family engagement, attendance supports, student connectedness, and school climate outcomes.

For Actions 2.1, 2.2, and 2.3, we will strengthen outreach and engagement efforts for English learners and low-income families to address declines in connectedness, as reflected in Metric 2.11. Planned refinements include expanding multilingual communication, increasing site-level engagement opportunities, strengthening support for advisory group participation, and improving consistency in family outreach and staff collaboration across school sites.

For Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.13, we will strengthen coordination among attendance interventions, family outreach, and student support services to continue reducing chronic absenteeism and improving attendance outcomes, particularly for student groups requiring additional support, as reflected in Metric 2.5. Beginning July 1, 2026, we will implement an Attendance Recovery Program designed to recover lost instructional time, improve student attendance, reduce chronic absenteeism, and maximize Average Daily Attendance (ADA). In addition, Action 2.9 will be revised by removing Metric 2.7 (Student Suspension Rate) because student suspension rates do not directly measure the effectiveness of expanded library services or student access to literacy resources. Metric 2.4 (Attendance Rate) will be added instead to better align the action with the intended outcomes of increasing student engagement, school connectedness, regular school attendance, and access to literacy resources through expanded library services.

For Actions 2.10 and 2.11, we will strengthen the implementation of PBIS and social-emotional learning supports to address continued behavioral needs reflected in Metrics 2.7 and 2.9. Planned refinements include increasing professional learning related to classroom management, restorative practices, and Tier 1 behavior supports, while strengthening intervention systems and family engagement for students with intensive behavioral needs.

For Action 2.12, we will strengthen systems to ensure continuity of implementation during staffing transitions, supporting consistent mentoring, student engagement, and targeted outreach for at-risk students.

For Action 2.14, we will strengthen restorative intervention supports, family engagement, and coordination with PBIS and MTSS systems to improve long-term outcomes for students with intensive behavioral needs and recurring disciplinary concerns.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Parent Engagement - Community Liaison	One Community Liaison will coordinate parent education and engagement opportunities to build families' capacity to support student learning and strengthen partnerships with families of English learners, low-income students, and foster youth. Training topics may include positive parenting, home-to-school communication, school attendance, mental health awareness, and programs supporting the unique needs of student groups. Families will complete surveys to identify topics of interest, and we will increase Parent Center visibility through community outreach and targeted invitations to families of unduplicated pupils. Planned refinements include expanding multilingual communication, increasing site-level engagement opportunities, strengthening participation in advisory groups, and improving consistency in family outreach and staff collaboration across school sites. Expenses include salaries, benefits, contracts, travel, materials, and supplies	\$80,230.09	Yes
2.2	LCAP Coordination & Leadership - Assistant Superintendent	The Assistant Superintendent will lead and coordinate the development and implementation of the LCAP for unduplicated pupils by updating educational partners on changes to LCFF and LCAP legislation, required templates, metrics, and best practices. The Assistant Superintendent will monitor and report progress on required metrics and state priority goals, engage educational partners in evaluating the effectiveness of current actions, and oversee the administration of reflection tools and surveys to support the District's Continuous Improvement Process. In addition, support will be provided to align actions and services with the School Plan for Student Achievement and to ensure resources are principally directed toward improving outcomes for unduplicated pupil groups as part of the District's Differentiated Assistance efforts. Expenses include salaries, benefits, child care, materials, and supplies	\$205,277.47	Yes
2.3	Parent & Family Communication	School site and District secretaries, clerks, and administrators will use multiple communication platforms, including ParentSquare, text messages,	\$24,132.40	Yes

Action #	Title	Description	Total Funds	Contributing
		phone calls, emails, and websites, to increase family engagement in school and District events, advisory councils, and educational partner input opportunities. Communication platform group features will be used to send targeted invitations and information to the families of unduplicated pupils and students with exceptional needs, encouraging participation and engagement. Site staff will implement protocols and participate in training to review communication exception reports and follow up with families not receiving messages. Alternative communication methods and accommodations will be provided as needed to ensure equitable access to District and school communications. Expenses include communications platforms		
2.4	Attendance/Chronic Absenteeism Support	Five attendance staff will collaborate and coordinate services to remove barriers for low-income students, English learners, and foster youth identified as chronically absent or at risk of becoming chronically absent as early as possible. Staff will provide supplemental support services, interventions, and recognition for students demonstrating significant improvement in attendance. One attendance liaison will collaborate with District and school site teams, prepare materials for SART and SARB meetings, and coordinate referrals to outreach services to address barriers to regular school attendance under the direction of the SARB administrator. Beginning July 1, 2026, we will implement an Attendance Recovery Program designed to provide students with opportunities to recover lost instructional time and improve attendance outcomes. In addition, we will continue implementing a districtwide attendance awareness campaign to educate families about attendance expectations, chronic absenteeism, excused and unexcused absences, and the impact of attendance on student achievement and graduation outcomes. Expenses include salaries and benefits, travel, incentives, materials, and supplies.	\$323,025.72	Yes
2.5	Health Services - District Nurse & Health Aide	An additional District Nurse and two health aides will provide increased access to health services for students, including on-site immunization clinics, dental services, and vision screenings, to minimize disruptions to	\$271,947.54	Yes

Action #	Title	Description	Total Funds	Contributing
		learning caused by limited access to healthcare. Health staff will provide first aid, administer medications, coordinate care for students with medical needs, and communicate with families to support student wellness and school attendance. We will continue strengthening coordination of health services, staff training, and wellness supports to improve consistency of implementation across school sites. In addition, the District Nurse will coordinate training for staff and families on student health needs, emergency response procedures, and the use of EpiPens and AEDs, with an emphasis on supporting low-income students, English learners, and foster youth. Students will receive age-appropriate health education focused on wellness, healthy habits, hygiene, and strategies that support school attendance and overall well-being. Expenses include salaries, benefits, overtime for training, and materials and supplies.		
2.6	Health and Safety	The MOT Director will oversee and monitor enhanced sanitation practices districtwide to reduce illness-related absences and improve healthy learning environments, particularly for unduplicated pupils. Enhanced facility sanitation measures will include implementing a five-step cleaning protocol and updated cleaning and disinfection practices. In addition, one custodian will provide supplemental Saturday sanitation services for classrooms and offices to support cleaner learning environments and minimize disruptions to student attendance caused by illness. Expenses include salaries and benefits, as well as sanitization supplies.	\$90,221.56	Yes
2.7	TK-8 Educational Excursions	To strengthen student engagement, deepen understanding of academic concepts, and provide meaningful enrichment opportunities for English learners, low-income students, and foster youth, principals at all school sites will coordinate educational excursions for TK–8 students that provide active, hands-on learning experiences connected to classroom instruction. Principals will use student input and survey data to identify enrichment opportunities and off-campus learning experiences that increase access and engagement for unduplicated pupil groups. In addition, students will receive education regarding chronic absenteeism, attendance	\$217,950.49	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations, and the impact of attendance on academic achievement and long-term student success to support improved attendance outcomes. Expenses include transportation and entry fees		
2.8	Extended Learning Programs	In partnership with the District's ASES and Expanded Learning Opportunities Programs, folklórico, music, and other enrichment classes will be offered to expand Visual and Performing Arts (VAPA) opportunities and increase student engagement and school connectedness for foster youth, low-income students, and English learners. In addition, one music teacher will provide expanded music instruction for grades 2–6 at the District's three elementary schools to increase equitable access to music education for unduplicated pupil groups during the regular school day. Expenses include salaries, benefits, materials, and supplies	\$109,739.27	Yes
2.9	Library Services	The District librarian and four library aides will increase student engagement and family involvement through regular family literacy events and expanded access to library services and resources. To support low-income students, English learners, and foster youth, libraries will implement revised book circulation procedures to increase equitable access to a diverse collection of books and literacy materials. Libraries will also serve as hubs for learning by providing technology instruction and curating resources aligned to educational standards to support literacy development, student engagement, and school connectedness. Expenses include salaries, benefits, books, materials, and supplies	\$317,643.69	Yes
2.10	Positive Culture and Climate Support	Assistant Principals at all four sites will utilize KiDS to gather data on behavior incidents and interventions across student groups, identifying areas for improvement. Through data analysis and informed decision-making, they will adjust PBIS action plans to enhance social-emotional outcomes for our students. In addition, they will coordinate/facilitate staff training in social-emotional learning and the ongoing implementation of Positive Behavior Interventions and Supports (PBIS), utilizing alternative	\$487,838.52	Yes

Action #	Title	Description	Total Funds	Contributing
		behavioral approaches, such as Restorative Practices, to address the needs of unduplicated pupil groups effectively. Our assistant principals will use these strategies and resources to aid in managing student behavior, ensuring that unduplicated pupils remain engaged in learning. Additionally, funding will be used to increase student engagement and family involvement in events and activities. Expenses include salaries, benefits, extra time for training, materials and supplies		
2.11	LREBG Action Social Emotional Supports for Students	Social-emotional support staff, including four school social workers, two school counselors, and one school psychologist, will work collaboratively to provide mental health support to students, with priority given to low-income, foster youth, and ELs. Services to be coordinated will include conducting counseling groups, assisting with positive behavior supports, providing grief counseling, and completing assessments to determine appropriate educational or behavioral supports. The social-emotional support staff will also implement PBIS (Positive Behavior Interventions and Supports) to enhance students' sense of safety and school connectedness while promoting academic and social success. According to Mahoney, Durlak, and Weissberg (2018), SEL programs appear to have a similar long-term impact on academic growth as programs designed specifically to support academic learning. Metrics being used to monitor the action: 2.7 and 2.9 LREBG funds supporting this action: \$72,737.80.00 in 2026-27. Expenses include salaries, benefits, extra time for training and events, materials, and supplies.	\$834,060.70	Yes
2.12	Dean of Success	The Dean of Success will support unduplicated pupils at RJH who are at-risk by communicating and interacting on a continuous basis to encourage their participation in extracurricular activities coordinated through that department such as academic and athletic clubs, PBIS centered activities,	\$177,276.42	Yes

Action #	Title	Description	Total Funds	Contributing
		student government, field trips, assemblies, etc., while creating a climate in which all students have a positive mindset and healthy attitude toward themselves, each other, and the school. In addition, one-yard duty aide will facilitate engagement activities during student breaks in designated areas. Expenses include salaries, benefits, training, materials, and supplies		
2.13	Student & Family Supports Coordinator	One Student and Family Support Coordinator will collaborate with school sites, county agencies, and community organizations to coordinate services and supports for students and families experiencing unmet academic, social-emotional, attendance, housing, and basic needs. The coordinator will support the District Foster Youth Liaison and McKinney-Vento Liaison to ensure foster youth, students experiencing homelessness, low-income students, and other unduplicated pupil groups have equitable access to programs, services, and community resources that address barriers to student success and school attendance. Expenses include salaries, benefits, materials, and supplies	\$137,833.23	Yes
2.14	Opportunity Class	One Opportunity Class teacher and one instructional aide will provide differentiated instruction and behavioral support services for students in grades 7-8 as an alternative to suspension or expulsion. The Opportunity Class will provide a structured and supportive learning environment that includes grade-level instruction, tutorial assistance, restorative interventions, and social-emotional supports designed to address barriers to learning and improve student behavior. Staff will coordinate with PBIS and MTSS systems to strengthen intervention supports and improve long-term outcomes for students with intensive behavioral needs and recurring disciplinary concerns. Students participating in the Opportunity Class will receive behavioral guidance, counseling support, and assistance transitioning successfully back to their regular school environment. Families will also receive wraparound support services and increased opportunities for family engagement through coordination with the Family Resource Center and school support staff.	\$142,038.30	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses include salaries, benefits, extra time for training, materials, and supplies		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students in the Richland School District will have access to instruction and resources relevant to their individual needs through a multi-tiered system of instructional support to successfully acquire grade-level Common Core Standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our current state and local data indicate areas of low student performance and significant performance gaps among our student groups. Additionally, with the pandemic, many students experienced learning loss. Therefore, Goal 3 was written to include instructional support and resources for increased pupil achievement for all students and student groups. This will consist of support personnel for academic recovery due to the learning losses experienced by students. Increased training and teacher collaboration for data analysis and instructional decision making will be added so that teachers are better equipped to provide relevant and individualized support for students based on identified needs. Through analysis of statewide assessments and progress monitoring of individual student academic needs, including progress toward learning targets, and English proficiency leading to EL reclassification, we will ensure students have access to instruction and resources to meet their individual needs through a multi-tiered system of instructional support for the successful acquisition of grade-level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 All Students: -67 ELs: -90.3 LI: -70.2 FY: -130.8 SWD: -124.5	2023-2024 All Students: -56.1 ELs: -85.1 LI: -59.8 FY: No Data SWD: -113	2024-2025 All Students: -51 ELs: -72.2 LI: -54.7 FY: No Data SWD: -103.2	2025-2026 All Students: -58 EL: -81.3 LI: -60.2 FY: -125 SWD: -115	Year 2 to Baseline Difference: All Students: +16 ELs: +18.1 LI: +15.5 FY: No Data SWD: +21.3
3.2	Math CAASPP Distance From Standard	2022-2023 All Students: -92.4	2023-2024 All Students: -80.8	2024-2025 All Students: -78.1	2025-2026 All Students: -81	Year 2 to Baseline Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard State Priority: 4a	ELs: -109.9 LI: -95.1 FY: -170.5 SWD: -150.5	EL: -97.2 LI: -83.6 FY: No Data SWD: -136.2	EL: -94.4 LI: -81.8 FY: No Data SWD: -138.8	EL: -100.9 LI: -86 FY: -160 SWD: -141.5	All Students: +14.3 EL: +15.5 LI: +13.3 FY: No Data SWD: +11.7
3.3	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 All Students: 15.33% EL: 1.27% LI: 14.04% FY: NA SWD: 1.35%	2023-2024 All Students: 14.87% EL: .76% LI: 15.15% FY: NA SWD: 1.56%	2024-2025 All Students: 18.95% EL: 4.26% LI: 16.94% FY: N/A SWD: 7.58%	2025-2026 All Students: 20.33% EL: 8% LI: 20% FY: N/A SWD: 5%	Year 2 to Baseline Difference: All Students: +3.62% pts EL: +2.99% pts LI: +2.9% pts FY: N/A SWD: +6.23% pts
3.4	Percent of students at or above benchmark on DIBELS Mid Year Composite Source: KiDS State Priority: 8a	2023-2024 All Students Kindergarten: 63% 1st Grade: 54% 2nd Grade: 49% EL Kindergarten: 58% 1st Grade: 41% 2nd Grade: 37% LI Kindergarten: 61% 1st Grade: 54% 2nd Grade: 47% FY (Less than 15 students): Kindergarten: 33% 1st Grade: 33% 2nd Grade: 0%	2024-2025 All Students Kindergarten: 70% 1st Grade: 62% 2nd Grade: 54% EL Kindergarten: 59% 1st Grade: 41% 2nd Grade: 38% LI Kindergarten: 70% 1st Grade: 60% 2nd Grade: 56% FY (Less than 15 students): Kindergarten: 0% 1st Grade: 0% 2nd Grade: 0%	2025-2026 All Students Kindergarten: 55% 1st Grade: 69% 2nd Grade: 57% EL Kindergarten: 50% 1st Grade: 51% 2nd Grade: 44% LI Kindergarten: 56% 1st Grade: 70% 2nd Grade: 54% FY (Less than 15 students): Kindergarten: No Data 1st Grade: No Data	2026-2027 All Students Kindergarten: 70% 1st Grade: 60% 2nd Grade: 55% EL Kindergarten: 63% 1st Grade: 46% 2nd Grade: 42% LI Kindergarten: 70% 1st Grade: 60% 2nd Grade: 55% FY (Less than 15 students): Kindergarten: 35% 1st Grade: 35% 2nd Grade: 35%	Year 2 to Baseline Difference: All Students Kindergarten: -8%pts 1st Grade: +15%pts 2nd Grade: +8%pts EL Kindergarten: -8%pts 1st Grade: +10%pts 2nd Grade: +7%pts LI Kindergarten: -5%pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD Kindergarten: 46% 1st Grade: 38% 2nd Grade: 26%	SWD Kindergarten: 39% 1st Grade: 46% 2nd Grade: 42%	2nd Grade: No Data SWD Kindergarten: 32% 1st Grade: 27% 2nd Grade: 43%	SWD Kindergarten: 50% 1st Grade: 43% 2nd Grade: 30%	1st Grade: +16%pts 2nd Grade: +7%pts FY (Less than 15 students): Kindergarten: No Data 1st Grade: No Data 2nd Grade: No Data SWD Kindergarten: -14%pts 1st Grade: -11%pts 2nd Grade: +17%pts
3.5	Percent of students scoring at or above benchmark on iReady Math Mid-Year (a new program to be implemented 2024-25, therefore we have no previous baseline) Source: KiDS State Priority: 8a	2023-2024 All Students: 0% ELs: 0% LI: 0% FY: 0%	2024-2025 All Students: 13% ELs: 3% LI: 12% FY: No Data	2025-2026 All Students: 15% ELs: 6% LI: 13% FY: No Data	2026-2027 All Students: 17% ELs: 7% LI: 16% FY: 10%	Year 2 to Baseline Difference in the Year 1 column: All Students: +2%pts ELs: +3%pts LI: +1%pts FY: No Data
3.6	Percent of students with physical education grade of "C" or higher on third quarter reporting period	2023-2024 All Students: 75% ELs: 68%	2024-2025 All Students: 77% ELs: 70%	2025-2026 All Students: 78% ELs: 77%	2026-2027 All Students: 80% ELs: 73%	Year 2 to Baseline Difference:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS State Priority: 8a	LI: 74% FY: 82%	LI: 71% FY: 77%	LI: 77% FY: 29% (less than 10 students)	LI: 80% FY: 82%	All Students: +3%pts ELs: +9%pts LI: +3%pts FY: -53%pts
3.7	Percent of unduplicated students identified as eligible for GATE services Source: SIS State Priority 8a	2023-2024 ELs: 7% LI: 85% FY: 0%	2024-2025 ELs: 4% LI: 88% FY: 0%	2025-2026 ELs: 9.1% LI: 79% FY: 0%	2026-2027 ELs: 10% LI: 85% FY: 1%	Year 2 to Baseline Difference: ELs: +2.1%pts LI: -6%pts FY: 0%pts
3.8	Percent of students scoring at or above benchmark on iReady ELA Mid-Year (a new program to be implemented 2024-25, therefore we have no previous baseline) Source: KiDS State Priority: 8a	2023-2024 All Students: 0% ELs: 0% LI: 0% FY: 0%	2024-2025 All Students: 22% ELs: 5% LI: 22% FY: No Data	2025-2026 All Students: 21% ELs: 4% LI: 20% FY: No Data	2026-2027 All Students: 26.2% ELs: 8.62% LI: 25.4%	Year 2 to Baseline Difference in the Year 1 column : All Students: -1%pts ELs: -1%pts LI: -2%pts FY: No Data
3.9	Percent of students performing at achievement level three in ELA as measured by Ca Alternate Assessment (CAA) Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 All Students: 0% EL: N/A LI: 0% FY: N/A	2023-2024 All Students: 14.81% EL: Less than 11 Students N/A LI: 14.81% FY: N/A	2024-2025 All Students: 10% EL: N/A LI: 10% FY: N/A	2025-2026 All Students: 3% EL: N/A LI: 3% FY: N/A	Year 2 to Baseline Difference: All Students: +10%pts ELs: N/A% LI: +10%pts FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Percent of students performing at achievement level three in Math as measured by Ca Alternate Assessment (CAA) Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 All Students: 0% EL: N/A LI: 0% FY: NA	2023-2024 All Students: 3.7% ELs: N/A Less than 11 Students LI: 3.7% FY: N/A	2024-2025 All Students: 0% ELs: N/A LI: 0% FY: N/A	2025-2026 All Students: 3% EL: N/A LI: 3% FY: N/A	Year 2 to Baseline Difference: All Students: 0 ELs: N/A LI: 0 FY: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Actions 3.1 and 3.3 were implemented as intended during the 2025–2026 school year to support academic recovery in English Language Arts (ELA). Academic Recovery Teachers (ARTs) at each elementary site provided targeted instructional support through small-group reading intervention, guided reading, progress monitoring, DIBELS administration, data analysis, curriculum planning, and modeling of instructional practices for teachers. ARTs also supported grade-level collaboration, intervention grouping, and literacy goal-setting aligned with student assessment data. During the 2025–2026 school year, 83% of K–2 teachers participated in professional learning focused on language comprehension and continued receiving support in lesson development, classroom modeling, and mentoring throughout the school year. Additionally, 31% of K–2 instructional aides received language comprehension training, and 81% of grades 3–6 teachers received professional learning and support related to morphology instruction. Successes included improved teacher collaboration around literacy instruction, stronger implementation of Science of Reading practices, and increased use of student assessment data to guide intervention groupings and monitor student progress. Students receiving intervention services demonstrated growth in foundational literacy skills and reading fluency, while teachers reported increased confidence implementing small-group instruction and literacy intervention strategies. Educational partner survey results also reflected positive perceptions of academic supports: 97.5% of respondents indicated that students receive support in reading, writing, and mathematics, and 59.6% identified Academic Recovery Teachers and ELA support programs as having a significant impact on student success. Challenges included inconsistencies in Tier 1 literacy instruction across classrooms, staffing shortages, and student attendance issues that disrupted the continuity of interventions. Schools also continued to experience persistent literacy gaps among students entering the intervention, significantly below grade level. Additionally, sites identified concerns related to summer learning loss and the need for increased targeted classroom support for some teachers to strengthen Tier 1 instructional effectiveness.

Action 3.2 was implemented as intended during the 2025–26 school year. Mathematics Academic Recovery Teachers (Math ARTs) provided instructional coaching, classroom modeling, co-teaching, collaborative planning, and professional learning aligned with the California Mathematics Framework and standards-based instructional practices. Math ARTs supported grade-level teams through PLCs, instructional rounds, and data analysis meetings focused on increasing mathematics rigor, student discourse, and differentiated instruction. At Richland Junior High, teachers received support with FIAB and CFA data analysis. In contrast, teachers across grades 3–8 implemented standards-aligned math tasks and strengthened the use of higher-level questioning strategies. Successes included increased teacher collaboration, stronger implementation of standards-based mathematics instruction, and improved student engagement during classroom walkthroughs. Math ARTs also strengthened teacher understanding of the California Mathematics Framework and supported greater alignment of instructional expectations across grade levels. Challenges included inconsistent rigor and differentiation across classrooms, particularly during small-group instruction and intervention implementation.

Actions 3.4 and 3.5 were implemented as intended to strengthen tiered intervention systems and Student Success Team (SST) processes for students requiring additional academic, behavioral, and attendance support. Schools implemented Tier 2 and Tier 3 intervention systems, SST meetings, progress-monitoring cycles, ELPAC interim assessments, and i-Ready data reviews to identify and support students needing targeted intervention services. SST teams regularly reviewed academic, behavioral, and attendance data while monitoring intervention plans, accommodations, and student progress. Intervention staff, ARTs, classroom teachers, and administrators collaborated to adjust interventions and provide targeted supports aligned to student needs. Successes included improved SST collaboration, increased consistency in intervention monitoring practices, and stronger collaboration among intervention staff, teachers, and families. Schools reported measurable literacy growth among students receiving intensive intervention services and increased use of progress-monitoring tools to guide instructional decisions. Parent participation and communication during SST meetings improved at many sites, and intervention teams demonstrated greater consistency in reviewing student progress and adjusting supports. Schools also strengthened alignment between intervention supports and classroom instruction. Challenges included attendance barriers and significant academic gaps among students entering intervention services, which impacted the continuity and effectiveness of supports for some student groups. Additionally, schools identified the need to strengthen early intervention systems and improve consistency of Tier 1 instructional practices to reduce the number of students requiring intensive intervention services.

Action 3.6 was fully implemented as planned for the Gifted and Talented Education (GATE) program, providing challenging, enriching, and accelerated instruction. Eleven dedicated GATE teachers delivered differentiated instruction and meaningful assessments supported by professional development designed to address the needs of unduplicated gifted learners. Teachers utilized GATE icons and instructional structures to promote consistency across classrooms. The district continued universal screening of second-grade students and expanded opportunities for students working above grade level in grades 2–6 to support broader identification and equitable access to GATE services. Directors and principals collaborated to ensure assessment tools reduced barriers for ELs, Low-Income students, and Foster Youth. The district also continued using i-Ready data to differentiate instruction and monitor student performance. Successes included improved parent communication, expanded identification opportunities, and increased efficiency through the implementation of online testing systems. Challenges included delayed implementation timelines related to technology setup, training requirements, and coordination of online testing systems. Scheduling difficulties during testing windows, limited staffing capacity, and funding constraints for testing protocols and assessment systems also impacted implementation consistency throughout the school year.

Action 3.7 was fully implemented as planned, with all four school sites providing evidence-based instructional supports to address academic achievement gaps for English Learners, Low-Income students, and Foster Youth. Site actions included differentiated instruction during

Universal Access, after-school intervention opportunities, and professional development focused on integrating English Language Development (ELD) strategies across content areas. Site administrators conducted classroom walkthroughs using the Teacher Success Tool to monitor instructional practices and support continuous improvement. Successes included regular classroom observations, collaborative grade-level meetings, and consistent participation in administrative and SST meetings, demonstrating a strong commitment to addressing student needs. Schools also strengthened collaboration around instructional planning and student support systems. Challenges included inconsistent implementation of differentiated instruction across classrooms and the continued need to refine the Teacher Success Tool in collaboration with the county office. Adjustments are also needed to improve data collection processes within the KiDs Dashboard to ensure more accurate reporting of instructional strategy implementation, as prior use of the “not applicable” option reduced data reliability.

Actions 3.8 and 3.9 were implemented to support student intervention, progress monitoring, and differentiated instruction in English Language Arts and mathematics through the use of i-Ready assessment and instructional systems. Teachers utilized i-Ready diagnostic data, individualized learning pathways, and student performance reports to identify academic needs, guide instructional planning, and provide targeted intervention support. Successes included increased use of assessment data to support instructional decision-making, monitor student growth, and strengthen intervention planning. Teachers and administrators also improved in communicating assessment expectations and progress-monitoring practices. Schools expanded the use of i-Ready data during collaborative meetings to identify students requiring additional academic support. Challenges included inconsistent implementation of intervention and progress-monitoring practices across classrooms and grade levels. Staffing absences, limited collaboration time, and varying levels of staff familiarity with i-Ready systems impacted the consistency of implementation throughout the school year.

Actions 3.10 and 3.11 were implemented to strengthen data-informed instructional practices, collaboration, and individualized student support in smaller class sizes. Grade-level teams participated in Collaborative meetings focused on assessment analysis, instructional planning, and continuous improvement cycles. At the same time, schools conducted instructional rounds, classroom walkthroughs, and leadership data reviews to monitor instructional effectiveness and student engagement. Class size reduction was supported across all school sites, allowing teachers increased opportunities for differentiated instruction, small-group intervention, and progress monitoring for ELs, Low-Income students, Foster Youth, and SWDs. Successes included stronger teacher collaboration around student data, increased use of assessment data to guide instruction, improved implementation of differentiated instruction, and expanded individualized support for students through smaller class sizes. K–2 collaborative planning and data review processes also strengthened foundational literacy and mathematics intervention systems. Challenges included the inconsistent implementation of instructional adjustments identified during data meetings. Some teachers also required additional support in data analysis and instructional application to implement data-informed instructional practices fully.

Action 3.12 was implemented as intended, with two PE aides supporting the elementary physical education program at each elementary school under the direction of the PE teacher and aligned to grade-level PE standards. The addition of PE aides reduced the adult-to-student ratio, positively impacting student engagement and reducing disciplinary concerns by enabling more immediate intervention and individualized support, particularly for Low-Income students, ELs, and Foster Youth. Schools also provided structured activities and increased supervision during recess and PE to promote positive behavior and student safety. Successes included improved student engagement during PE and recess activities, increased student participation in organized activities, and stronger implementation of standards-aligned PE instruction. Districtwide collaboration among PE teachers also increased during the 2025–2026 school year. PE teachers met regularly during SPT and CPT meetings, rotating across school sites each month and using PLC reflection questions to guide

collaboration and instructional planning. Challenges included staffing vacancies, substitute turnover, and scheduling adjustments related to student behavior and supervision needs.

These findings indicate that while Goal 3 actions were largely implemented and contributed to strengthened instructional practices, intervention systems, and student support structures, continued refinement is needed to improve implementation consistency, strengthen Tier 1 instruction and intervention supports, and improve outcomes for all unduplicated pupil groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Richland School District analyzed the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for LCAP Goal 3. The total budgeted expenditures for 2025–2026 were \$6,206,762.82, while the estimated actual expenditures were \$7,508,812.00, resulting in a variance of \$1,302,049.18.

The material differences were as follows:

Action 3.5 – SST/STAR Team Support (\$8,086.29)

The material difference for Action 3.5 was due to several STAR team positions remaining vacant for portions of the school year. Although positions were filled throughout the year, not all budgeted salary and benefit funds were expended due to staffing vacancies and staggered hiring timelines. Despite the expenditure variance, SST and STAR teams continue to be provided to students throughout the school year, and there were no material changes to service implementation.

Action 3.6 – Enrichment Program/GATE (\$10,816.52)

Estimated actual expenditures for Action 3.6 were lower than budgeted because no teachers attended a GATE conference during the 2025–2026 school year. Additionally, certificated extra-duty time budgeted for quarterly GATE meetings was not fully utilized. Despite the expenditure variance, GATE services and enrichment opportunities continued to be provided to identified students throughout the school year, and there were no material changes to the implementation of the action.

Action 3.7 – Site Student Group Support (\$3,258.52)

Estimated actual expenditures for Action 3.7 were lower than budgeted due to the use of an alternative funding source to support student transportation costs. In addition, entrance fees for enrichment activities were lower than originally anticipated, resulting in reduced overall expenditures for the action. Despite the expenditure variance, planned student group support activities and enrichment opportunities continued to be implemented throughout the school year, and there were no material changes to the services provided.

Action 3.11 – Class Size Reduction (\$1,290,345.36)

The material difference for Action 3.11 was primarily due to Class Size Reduction expenditures being supported by an alternative state funding source rather than by supplemental and concentration funds, as originally budgeted. Remaining expenditures reflected salaries and benefits associated with Class Size Reduction staffing supported through LREBG resources and the expenditure of carryover funds. Despite funding source adjustments, Class Size Reduction services and staffing supports were fully implemented throughout the school year, and there were no material changes to the implementation of the action or to the services provided to students.

Planned services and activities for Goal 3 were otherwise implemented substantially as described in the adopted LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 3.1 and 3.3 were effective in strengthening literacy intervention systems and supporting academic growth in English Language Arts (ELA), particularly for students receiving targeted intervention support. ELA CAASPP Distance from Standard (DFS) improved from 2023–24 to 2024–25 for all major student groups. All Students improved from -56.1 DFS to -51 DFS, representing a 5.1-point increase; English Learners (ELs) improved from -85.1 DFS to -72.2 DFS, representing a 13.1-point increase; Low-Income students improved from -59.8 DFS to -54.7 DFS, representing a 5.1-point increase; and Students with Disabilities (SWDs) improved from -113 DFS to -103.2 DFS, representing a 10.2-point increase (Metric 3.1). Although student groups demonstrated growth, overall performance remained below standard, indicating the need to continue strengthening literacy intervention systems and Tier 1 ELA instruction. DIBELS Mid-Year Composite results also demonstrated improvement in first and second grade, while kindergarten performance declined. First grade All Students increased from 62% to 69%, representing a 7-percentage-point increase, and second grade increased from 54% to 57%, representing a 3-percentage-point increase. Kindergarten declined from 70% to 55%, representing a 15-percentage-point decrease. Low-Income students demonstrated notable growth in first grade, increasing from 60% to 70%, representing a 10-percentage-point increase (Metric 3.4). These results demonstrated positive growth in foundational literacy skills for most primary grade levels while identifying a need for additional early literacy support in kindergarten. i-Ready ELA benchmark data remained relatively stable, with 21% of All Students scoring at or above the benchmark, down from 22% in the prior year, representing a 1-percentage-point decrease. ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). These results indicate that while intervention supports positively impacted foundational literacy skills, benchmark-level achievement remained limited for several student groups. Overall, Academic Recovery Teachers (ARTs), instructional aides, small-group intervention, and targeted literacy supports contributed to improved literacy outcomes and increased instructional support for struggling students. However, data and feedback from educational partners identified ongoing needs related to consistent Tier 1 literacy instruction, expanded intervention opportunities, and increased access to after-school academic support. Educational partner survey results identified after-school homework and tutoring access as one of the lower-rated areas, receiving an 89.7% favorable rating, indicating the need to continue strengthening academic support systems for students.

Action 3.2 was somewhat effective in improving mathematics achievement and strengthening standards-based instructional systems. CAASPP Mathematics Distance from Standard (DFS) improved from 2023–24 to 2024–25 for most student groups. All Students improved from -80.8 DFS to -78.1 DFS, representing a 2.7-point increase. ELs improved from -97.2 DFS to -94.4 DFS, representing a 3.2-point increase, and Low-Income students improved from -83.6 DFS to -81.8 DFS, representing a 1.8-point increase. SWDs declined from -136.2 DFS to -138.8 DFS, representing a 2.6-point decrease, indicating a continued need for targeted mathematics intervention and differentiated instructional support (Metric 3.2). i-Ready Mathematics benchmark data demonstrated modest improvement districtwide. The percentage of All Students meeting the benchmark increased from 13% to 15%, representing a 2-percentage-point increase. ELs increased from 3% to 6%, representing a 3-percentage-point increase, and Low-Income students increased from 12% to 13%, representing a 1-percentage-point increase (Metric 3.5). The All Students group remained below the three-year target. The data indicate that implementation of i-Ready mathematics assessments, intervention supports, instructional rounds, and teacher coaching contributed to modest growth and strengthened standards-based mathematics instructional systems. Educational partner survey data also reflected positive perceptions regarding mathematics supports. During the 2025–26 school year, 97.5% of respondents agreed that students receive support in reading, writing, and mathematics, and 59.6% identified mathematics support programs as having a significant impact on student success.

Actions 3.4 and 3.5 were effective in strengthening intervention systems, Student Success Team (SST) processes, and targeted academic supports for students needing additional intervention services. DIBELS Mid-Year Composite results demonstrated improvement in first and second grade, while kindergarten performance declined across several student groups. For All Students, first grade increased from 62% to 69%, representing a 7-percentage-point increase, and second grade increased from 54% to 57%, representing a 3-percentage-point increase; however, kindergarten declined from 70% to 55%, representing a 15-percentage-point decrease. ELs improved in first grade from 41% to 51%, representing a 10-percentage-point increase, and in second grade from 38% to 44%, representing a 6-percentage-point increase; however, kindergarten declined from 59% to 50%, representing a 9-percentage-point decrease. Low-Income students demonstrated notable growth in first grade, increasing from 60% to 70%, representing a 10-percentage-point increase. In comparison, kindergarten declined from 70% to 56%, representing a 14-percentage-point decrease, and second grade declined slightly from 56% to 54%, representing a 2-percentage-point decrease. SWDs demonstrated mixed performance trends, declining in kindergarten from 39% to 32% and in first grade from 46% to 27%, while second grade increased slightly from 42% to 43% (Metric 3.4). i-Ready Mathematics Mid-Year benchmark results demonstrated modest improvement across student groups. The percentage of All Students scoring at or above the benchmark increased from 13% to 15%, representing a 2-percentage-point increase. ELs increased from 3% to 6%, representing a 3-percentage-point increase, and Low-Income students increased from 12% to 13%, representing a 1-percentage-point increase (Metric 3.5). i-Ready ELA Mid-Year benchmark data remained relatively stable during the second year of implementation. The percentage of All Students scoring at or above the benchmark decreased slightly from 22% to 21%. ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). Overall, intervention supports, SST processes, targeted small-group instruction, and progress-monitoring systems contributed to improved literacy and mathematics outcomes for several student groups and strengthened the use of diagnostic data to guide intervention planning. However, the data also identified persistent concerns regarding declining kindergarten literacy performance, inconsistent progress among SWDs, and benchmark performance remaining below long-term targets for several student groups.

Action 3.6 was effective in expanding enrichment opportunities, strengthening differentiated instruction for advanced learners, and improving access to GATE identification processes for unduplicated student groups. Universal screening opportunities, expanded identification practices, and increased use of assessment data contributed to positive student outcomes in science achievement and enrichment participation. CAST results demonstrated improvement from 2023–24 to 2024–25 across all major student groups. All Students meeting or exceeding standards increased from 14.87% to 18.95%, representing a 3.62-percentage-point increase; ELs increased from 0.76% to 4.26%, representing a 2.99-percentage-point increase; Low-Income students increased from 15.15% to 16.94%, representing a 2.9-percentage-point increase; and SWDs increased from 1.56% to 7.58%, representing a 6.23-percentage-point increase (Metric 3.3). These results suggest that enrichment opportunities and increased access to rigorous instructional practices contributed to improved science achievement outcomes. GATE identification data demonstrated mixed results among unduplicated student groups. Low-Income student identification increased from 85% to 88%, representing a 3-percentage-point increase, reflecting continued progress in expanding equitable access to advanced learning opportunities. However, EL identification declined from 7% to 4%, representing a 3-percentage-point decrease, while Foster Youth identification remained unchanged at 0% (Metric 3.7). i-Ready ELA Mid-Year benchmark data remained relatively stable during the second year of implementation. All Students scoring at or above benchmark decreased slightly from 22% to 21%, representing a 1-percentage-point decrease; ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). Overall, Action 3.6 strengthened enrichment systems, expanded access to advanced learning opportunities, and contributed to improved science achievement for multiple student groups. However, the data identified continued needs related to equitable GATE identification for ELs and Foster Youth, as well as strengthening literacy outcomes for students participating in enrichment and differentiated instructional programs.

Action 3.7 was somewhat effective in improving differentiated instruction, targeted student group support, and data-informed instructional practices across school sites. Schools implemented differentiated instruction during Universal Access time, after-school and Saturday intervention opportunities, and ongoing progress monitoring using DIBELS and i-Ready data. These supports contributed to measurable growth across several academic indicators, although performance gaps remain for some student groups. CAST results demonstrated improvement from 2023–24 to 2024–25 across all major student groups. All Students meeting or exceeding standards increased from 14.87% to 18.95%, representing a 3.62-percentage-point increase; ELs increased from 0.76% to 4.26%, representing a 2.99-percentage-point increase; Low-Income students increased from 15.15% to 16.94%, representing a 2.9-percentage-point increase; and SWDs increased from 1.56% to 7.58%, representing a 6.23-percentage-point increase (Metric 3.3). These gains indicate that differentiated instruction, targeted academic supports, and increased access to rigorous instructional opportunities positively impacted student achievement in science. As noted in Metric 3.4, DIBELS Mid-Year Composite results demonstrated improvement in first and second-grade literacy performance across several student groups. In contrast, kindergarten performance declined, and SWDs demonstrated inconsistent progress. i-Ready Mathematics Mid-Year benchmark results demonstrated modest improvement across student groups. All Students scoring at or above benchmark increased from 13% to 15%, representing a 2-percentage-point increase; ELs increased from 3% to 6%, and Low-Income students increased from 12% to 13% (Metric 3.5). Although performance remained below the three-year targets, these increases indicate that intervention supports, differentiated instruction, and data-monitoring systems contributed to gradual improvement in mathematics achievement. i-Ready ELA Mid-Year benchmark data remained relatively stable during the second year of implementation. All Students scoring at or above benchmark decreased slightly from 22% to 21%, while ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). Overall, Action 3.7 strengthened site-based intervention systems, differentiated instruction, and data-informed instructional planning across school sites. Schools increased teacher use of student assessment data, implemented targeted supports for unduplicated student groups, and expanded collaboration around instructional planning. However, inconsistent Tier 1 instruction and varying implementation of differentiated instruction across classrooms impacted the overall effectiveness of supports for some student groups.

Actions 3.8 and 3.9 were somewhat effective in supporting SWDs through individualized intervention planning, progress monitoring, and targeted academic support in English Language Arts and Mathematics. Teachers used i-Ready diagnostic data to develop individualized action plans aligned with students' IEP goals and monitored student progress through intervention supports and data review. While some student outcomes demonstrated improvement, performance data indicated a continued need for intensive intervention and additional support for SWD populations. i-Ready ELA Mid-Year benchmark data remained relatively stable during the second year of implementation. All Students scoring at or above benchmark decreased slightly from 22% to 21%, while ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). Although overall subgroup performance declined slightly from the previous year, intervention systems and individualized action plans continued to provide staff with diagnostic information to guide instructional planning and intervention support for struggling learners, including SWDs. California Alternate Assessment (CAA) ELA results showed the All Students group performing at achievement level three decreased from 14.81% in 2023–24 to 10% in 2024–25 (-4.81%), and Low-Income students also decreased from 14.81% to 10% (-4.81%) (Metric 3.9). These results indicate that additional targeted intervention, progress monitoring, and differentiated instructional supports are needed to improve achievement outcomes for students participating in the California Alternate Assessment. i-Ready Mathematics Mid-Year benchmark results demonstrated modest improvement across student groups. All Students scoring at or above benchmark increased from 13% to 15%, representing a 2-percentage-point increase; ELs increased from 3% to 6%, and Low-Income students increased from 12% to 13% (Metric 3.5). While benchmark percentages remain below the three-year targets, intervention supports and individualized mathematics action plans contributed to gradual growth in mathematics achievement. California

Alternate Assessment (CAA) Mathematics results showed lower performance than the prior year. All Students performing at achievement level three decreased from 3.70% in 2023–24 to 0% in 2024–25 (-3.7%), and Low-Income students also decreased from 3.70% to 0% (-3.7%) (Metric 3.10). These results indicate the need for intensified intervention, progress monitoring, and differentiated instructional support for SWDs. Overall, Actions 3.8 and 3.9 strengthened individualized intervention systems, progress-monitoring practices, and targeted instructional support for SWDs. Teachers increasingly used i-Ready diagnostic data and individualized action plans to support student learning and IEP goals. However, inconsistent implementation across classrooms, continued low benchmark performance, and the need for additional staff training in intervention programs and technology systems impacted the overall effectiveness of supports for some student groups.

Actions 3.10 and 3.11 were effective in strengthening collaborative professional learning systems, data-driven instructional practices, and the implementation of standards-based assessment across the district. Through collaborative meetings, cycles of inquiry (COI), i-Ready implementation, FIAB assessments, and ongoing data analysis, teachers increased their use of student performance data to guide instructional planning, intervention decisions, and differentiated instruction. ELA CAASPP Distance from Standard (DFS) improved from 2023–24 to 2024–25 for all major student groups. All Students improved from -56.1 DFS to -51 DFS, representing a 5.1-point increase; ELs improved from -85.1 DFS to -72.2 DFS, representing a 13.1-point increase; Low-Income students improved from -59.8 DFS to -54.7 DFS, representing a 5.1-point increase; and SWDs improved from -113 DFS to -103.2 DFS, representing a 10.2-point increase (Metric 3.1). These gains indicate that increased use of assessment data, collaborative planning, and instructional monitoring positively impacted literacy achievement outcomes. CAASPP Mathematics Distance from Standard (DFS) improved from 2023–24 to 2024–25 for most student groups. All Students improved from -80.8 DFS to -78.1 DFS, representing a 2.7-point increase. ELs improved from -97.2 DFS to -94.4 DFS, representing a 3.2-point increase, and Low-Income students improved from -83.6 DFS to -81.8 DFS, representing a 1.8-point increase. SWDs declined from -136.2 DFS to -138.8 DFS, representing a 2.6-point decrease, indicating a continued need for targeted mathematics intervention and differentiated instructional support (Metric 3.2). DIBELS Mid-Year Composite results demonstrated improvement in first and second-grade literacy performance across several student groups. In contrast, kindergarten performance declined, and SWDs demonstrated inconsistent progress (Metric 3.4). i-Ready Mathematics Mid-Year benchmark results demonstrated modest improvement across student groups. The percentage of All Students scoring at or above the benchmark increased from 13% to 15%, representing a 2-percentage-point increase. ELs increased from 3% to 6%, representing a 3-percentage-point increase, and Low-Income students increased from 12% to 13%, representing a 1-percentage-point increase (Metric 3.5). While performance remained below district targets, implementation of i-Ready, collaborative data cycles, and intervention monitoring contributed to gradual improvement in mathematics achievement. i-Ready ELA Mid-Year benchmark data remained relatively stable during the second year of implementation. The percentage of All Students scoring at or above the benchmark decreased slightly from 22% to 21%. ELs decreased from 5% to 4%, and Low-Income students decreased from 22% to 20% (Metric 3.8). Although subgroup performance declined slightly from the previous year, teachers increasingly used i-Ready diagnostic data to guide instructional planning, intervention grouping, and progress monitoring. Overall, Actions 3.10 and 3.11 strengthened districtwide systems for collaborative planning, assessment implementation, instructional monitoring, and data-informed decision making. Teachers increased their use of assessment data to guide instruction and intervention planning, and schools strengthened collaboration around student achievement data. However, staffing shortages, inconsistent Tier 1 instructional practices, and the need for additional staff training in data analysis and instructional application impacted the consistency and overall effectiveness of implementation across some classrooms and grade levels.

Action 3.12 was somewhat effective in improving student engagement, supervision, and participation in physical education and structured recess activities. PE aides supported standards-aligned physical education instruction, structured play, recess supervision, and student

engagement activities across elementary school sites. These supports contributed to improved student participation and positive behavior during physical education and recess periods. Physical education outcomes demonstrated overall improvement from 2023–24 to 2024–25. The percentage of All Students earning a grade of “C” or higher increased from 77% to 78% (+1%). ELs demonstrated significant improvement, increasing from 70% to 77% (+7%), while Low-Income students increased from 71% to 77% (+6%) (Metric 3.6). Foster Youth performance declined from 77% to 29% (-48%); however, this subgroup included fewer than 10 students, making the data highly variable and not statistically reliable for trend analysis. These results suggest that increased supervision, structured activities, and reduced adult-to-student ratios contributed to improved student participation and engagement in physical education. Educational partners and school sites also reported improved student behavior and increased participation during recess and PE activities. Despite these improvements, staffing vacancies, turnover, and behavioral concerns affected implementation consistency at times during the school year. Some grade levels required multiple PE blocks due to behavioral needs, and recruitment and retention of qualified PE aides remained an ongoing challenge.

Overall, Goal 3 actions were effective in strengthening intervention systems, data-informed instruction, collaborative professional learning, and targeted supports for unduplicated student groups. Districtwide implementation contributed to measurable growth in ELA, mathematics, science, and foundational literacy outcomes. However, persistent challenges related to Tier 1 instructional consistency, staffing shortages, and achievement gaps indicate the need to continue refining intervention systems and strengthening instructional supports for unduplicated student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

These changes were directly informed by analysis of Goal 3 metrics, including CAASPP, CAST, DIBELS, and i-Ready data. Based on reflection on implementation and analysis of Goal 3 outcome data, the District will make targeted refinements to actions, metrics, and target outcomes to address areas of inconsistent progress and strengthen student outcomes across all student groups.

Actions 3.1 and 3.3: The District will continue strengthening Tier 1 literacy instruction through expanded coaching cycles, ongoing professional learning in foundational literacy and Science of Reading practices, earlier identification of students needing intervention, and increased support for differentiated small-group instruction. Based on DIBELS and i-Ready data trends, additional emphasis will be placed on strengthening early literacy supports in kindergarten and the primary grades to address declining foundational literacy outcomes. The District will continue refining literacy intervention systems, progress-monitoring practices, and targeted instructional supports to improve outcomes for students performing below grade level. In response to educational partner feedback and implementation reflections, the District will expand intervention opportunities, improve consistency of Tier 1 literacy instruction across classrooms, and strengthen support for instructional aides and intervention staff. Additional emphasis will be placed on increasing intervention fidelity and expanding academic support opportunities for students needing additional literacy support.

Action 3.2: The District will continue strengthening standards-based mathematics instruction through expanded coaching cycles, instructional rounds, and professional learning aligned with the California Mathematics Framework. Additional focus will be placed on increasing rigor in Tier 1 mathematics instruction, strengthening differentiated small-group instruction, and improving the use of FIAB and i-Ready data to guide instructional planning and intervention supports. Based on CAASPP Mathematics and i-Ready data trends, the District will increase targeted mathematics intervention support for Students with Disabilities (SWDs) and other student groups performing significantly below standard. The District will continue building teacher capacity in data analysis and mathematical discourse practices to improve consistency of

mathematics instruction across classrooms and grade levels through embedded professional learning focused on rigor, mathematical discourse, and differentiated small-group instruction.

Actions 3.4 and 3.5: The District will strengthen early intervention systems, improve Student Success Team (SST) timelines, and increase progress-monitoring practices to support students needing targeted academic intervention. Based on DIBELS and i-Ready data trends, ongoing efforts will strengthen early literacy intervention in kindergarten and increase targeted supports for SWDs and other student groups demonstrating inconsistent progress. The District will continue refining SST systems by improving parent communication, implementing more efficient intervention follow-up procedures, and streamlining meeting scheduling. Additional emphasis will be placed on strengthening consistency of Tier 1 instruction, increasing collaboration between intervention and classroom staff, and using progress-monitoring data to guide timely instructional adjustments.

Action 3.6: The District will implement earlier GATE testing timelines and strengthen technology coordination processes to improve efficiency and reduce testing implementation delays. The District will continue expanding equitable access to GATE identification opportunities for English Learners (ELs), Low-Income students, and Foster Youth through multiple identification measures, improved parent communication, and continued refinement of assessment practices. Additional efforts will focus on increasing equitable identification rates for ELs and Foster Youth. Additional focus will also be placed on staff training, scheduling coordination, and implementation supports to improve consistency of GATE testing procedures across the District.

Action 3.7: The District will increase professional learning focused on differentiated instruction, small-group instruction, student engagement strategies, progress monitoring, and data analysis to strengthen consistency in Tier 1 instructional practices across classrooms. The District will continue refining the use of the Teacher Success Tool and classroom walkthrough processes to improve instructional monitoring, support timely feedback, and strengthen implementation of effective instructional strategies for ELs, Low-Income students, and Foster Youth.

Actions 3.8 and 3.9: The District will continue strengthening implementation of the i-Ready assessment and instructional systems to improve progress monitoring, differentiated instruction, and intervention planning in English Language Arts and Mathematics. Efforts will focus on increasing staff capacity to analyze diagnostic data, utilize individualized learning pathways, and implement timely instructional adjustments based on student performance data. The District will also improve consistency of intervention and progress-monitoring practices across classrooms and grade levels through collaborative data review, targeted professional learning, and strengthened implementation of individualized intervention supports for SWDs.

Action 3.10: The District will continue strengthening collaborative planning time and data analysis cycles to improve instructional decision-making and student intervention planning. The District will support staff in increasing consistency of Collaborative Planning Team (CPT) collaboration, strengthening the use of assessment data to guide instruction, and supporting implementation of differentiated instructional strategies across grade levels and content areas. Additional emphasis will be placed on improving instructional consistency across classrooms through collaborative planning and coaching support.

Action 3.11: The District will continue refining assessment systems and data-collection practices to improve monitoring of student achievement and instructional effectiveness. The District will strengthen staff understanding of assessment data, improve consistency in classroom assessment implementation and data-collection procedures, and use data to guide intervention planning and instructional adjustments for students performing below grade level.

Action 3.12: The District will continue strengthening structured recess and physical education supports by improving staffing stability, increasing opportunities for organized student activities, and improving supervision systems during recess and physical education. Efforts will continue to strengthen support for positive student behavior, student engagement, and school safety through continued collaboration among physical education teachers, aides, and site administrators.

Overall, these changes reflect the District's commitment to continuous improvement by strengthening instructional practices, refining intervention and progress-monitoring systems, and increasing implementation consistency across all school sites. The District will continue using data, educational partner feedback, and ongoing reflection to improve outcomes for all students, particularly unduplicated pupil groups, by ensuring they receive timely, targeted, effective, and equitable support aligned to their academic and social-emotional needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Recovery Teachers- ELA	To address student learning loss, accelerate learning progress, and close achievement gaps between all students and unduplicated pupil groups, three Academic Recovery Teachers (ARTs), one at each site, will provide targeted literacy intervention services and instructional coaching support to strengthen foundational literacy skills, guided reading instruction, and differentiated small-group instruction for students performing below grade level. ARTs will support teachers through progress monitoring, data analysis, collaborative planning, and implementation of research-based literacy practices aligned with Science of Reading strategies and Tier 1 instructional supports. Additional emphasis will be placed on early literacy intervention and on early identification of students who need targeted support, particularly in kindergarten and the primary grades. Additionally, paraprofessionals in TK–2 classrooms will provide individualized and small-group instructional support to English Learners, Low-Income students, and Foster Youth to strengthen literacy development, increase access to core instruction, and support academic progress. Expenses include salaries, benefits, overtime for training, professional development, and materials and supplies.	\$1,400,472.68	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Academic Recovery Teachers- Math	Four Academic Recovery Teachers (ARTs) will provide targeted mathematics intervention services to students while supporting teachers through instructional coaching, collaborative planning, instructional rounds, and professional learning aligned with the California Mathematics Framework. ARTs will support implementation of research-based mathematics practices focused on increasing rigor, student engagement, mathematical discourse, conceptual understanding, and procedural fluency to improve mastery of grade-level standards. Teachers will receive support in using higher-order questioning strategies, differentiated small-group instruction, and standards-based mathematics tasks to increase students' access to challenging grade-level content and strengthen academic discourse across classrooms. ARTs will also support teachers in analyzing FIAB, i-Ready, and classroom assessment data to guide instructional planning, intervention supports, and progress monitoring for students performing below grade level, including Students with Disabilities (SWDs) and other unduplicated pupil groups. Expenses include salaries, benefits, extra time for training, professional development, materials, and supplies	\$555,056.60	Yes
3.3	Reading Intervention Support	Under the direction of elementary site administrators, classroom teachers, and 18 paraprofessionals, the program will provide targeted small-group intervention in literacy and mathematics for students performing below grade level, including English Learners, Low-Income students, Foster Youth, and other students who need additional academic support. Intervention services will focus on strengthening foundational literacy skills, mathematics intervention, differentiated instruction, and access to grade-level content through Tier 2 supports aligned with classroom instruction. School sites will regularly monitor intervention implementation, student progress, and staff delivery of instructional strategies through ongoing progress monitoring, assessment data review, and classroom collaboration. Monitoring systems will be used to identify implementation gaps, strengthen intervention fidelity, and make timely instructional	\$510,440.72	Yes

Action #	Title	Description	Total Funds	Contributing
		adjustments to improve the effectiveness of Tier 2 intervention services, particularly in kindergarten and the primary grades. Expenses include salaries, benefits, instructional materials, and substitute pay.		
3.4	LREBG Action Intervention Support	To support English Learners, Foster Youth, Low-Income students, and other students needing intensive academic intervention, three intervention teachers and one paraprofessional will provide targeted Tier 3 instruction in literacy and mathematics based on student needs identified through district screeners, diagnostic assessments, progress-monitoring data, and Student Success Team (SST) recommendations. Intervention services will focus on accelerating academic growth, strengthening foundational literacy and mathematics skills, and increasing access to grade-level instruction through differentiated small-group and individualized support. School sites will strengthen SST systems and intervention implementation by improving consistency of intervention practices, refining entry and exit criteria, strengthening parent communication, and increasing collaboration among intervention and classroom staff. Intervention staff will participate in collaborative planning, site observations, and ongoing data review to improve intervention fidelity and instructional consistency, and to make timely instructional adjustments based on student progress data. In addition, one speech-language pathologist will provide evidence-based speech and language services through individualized and small-group instruction to support students with communication needs that impact academic performance and access to the curriculum. The speech-language pathologist will collaborate with teachers, intervention staff, and families to strengthen language development and literacy skills and to ensure student access to core instruction in both general and special education settings. The National Center on Intensive Intervention (NCII) states that intensive, data-driven Tier 3 interventions that include individualized instruction and progress monitoring improve outcomes for students with significant learning needs. The Institute of Education Sciences (IES) What Works	\$648,302.31	Yes

Action #	Title	Description	Total Funds	Contributing
		Clearinghouse indicates that targeted small-group interventions in reading and mathematics improve student achievement, while the California English Learner Roadmap emphasizes the importance of integrated academic and language supports for English learners. The American Speech-Language-Hearing Association (ASHA) states that evidence-based speech and language services improve communication, literacy development, and access to grade-level curriculum. Metrics being used to monitor the action: Metrics 3.4 and 3.5 LREBG funds supporting this action: \$143,352 in 2026-27. Expenses include salaries, benefits, extra time for training, conference fees, and instructional supplies.		
3.5	SST	To help close achievement gaps for English Learners, Low-Income students, Foster Youth, and other students performing below grade level, Student Success Team (SST)/Student Teacher Assistance Resource (STAR) team members at all school sites will analyze academic, attendance, and behavioral data to identify student needs and develop multi-tiered intervention plans. SST/STAR teams will use district screeners, progress-monitoring tools, diagnostic assessments, and the KiDS Early Warning Intervention System to support the timely identification of students who need additional academic and behavioral intervention. Professional learning and ongoing support will be provided to staff on the use of the KiDS Early Warning Intervention System, Student Information System (SIS) data entry procedures, progress-monitoring practices, and intervention documentation to improve consistency in implementation and ensure timely access to student data. School sites will strengthen intervention follow-up procedures, parent communication, and collaboration among classroom teachers, intervention staff, and SST/STAR teams to support timely instructional adjustments and improve outcomes for students needing targeted intervention support. Expenses include stipends and extra pay for SST/STAR team members.	\$54,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Enrichment Program for Unduplicated Students GATE	Eleven GATE teachers will provide challenging, enriching, and accelerated instructional services through differentiated instruction, rigorous curriculum, enrichment opportunities, and standards-aligned assessments designed to meet the academic needs of gifted and advanced learners. Instructional services will support student engagement, critical thinking, problem-solving, and access to advanced learning opportunities across content areas. Teachers and administrators will participate in professional learning focused on differentiated instruction, equitable identification practices, and supports for English Learners (ELs), Low-Income students, Foster Youth, and other underrepresented student groups identified as gifted learners in one or more academic areas. District administrators and site principals will collaborate to implement and monitor GATE identification protocols, earlier testing timelines, and technology coordination processes to improve consistency and efficiency of testing procedures across the District. The District will continue refining GATE identification systems through the use of multiple identification measures, analysis of local and state assessment data, improved parent communication, and ongoing review of assessment practices to reduce barriers and increase equitable access to advanced learning opportunities for ELs, Low-Income students, and Foster Youth. Expenses include extra time for professional development, conferences, supplemental instructional materials, and supplies.	\$35,507.16	Yes
3.7	School Site Student Group Support	All four school sites will receive resources to implement evidence-based instructional strategies and targeted academic supports designed to improve achievement outcomes for English Learners (ELs), Low-Income students, Foster Youth, and other student groups performing below standard. Site supports will include after-school and Saturday intervention opportunities, differentiated instruction during Universal Access time, targeted small-group instruction, and professional learning focused on effective integration of English Language Development (ELD) strategies across content areas.	\$17,825.56	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers and administrators will participate in ongoing professional learning focused on differentiated instruction, student engagement strategies, progress monitoring, and data analysis to strengthen consistency of Tier 1 instructional practices across classrooms. School sites will use the Teacher Success Tool and classroom walkthrough processes to monitor the implementation of instructional strategies, the integration of ELD supports, and the effectiveness of differentiated instructional practices. Data collected through classroom walkthroughs, progress monitoring, and collaborative data review will be used to provide timely feedback, coaching support, and targeted instructional adjustments to improve implementation consistency and student outcomes for unduplicated pupil groups. Expenses include extra time for PD and academies, substitute pay, supplemental materials, and supplies.		
3.8	ELA Support for Students with Disabilities	Teachers and intervention staff will utilize district assessment and supplemental instructional programs, including i-Ready diagnostic and instructional systems, to identify student academic needs, monitor progress, and develop individualized action plans for Students with Disabilities (SWDs) and other students performing below grade level in English Language Arts. Individualized action plans will support student language arts skill development, progress toward Individualized Education Program (IEP) goals, and access to grade-level curriculum through differentiated instruction, targeted intervention, and individualized learning pathways. Teachers will use diagnostic data, progress-monitoring tools, and collaborative data review processes to implement timely instructional adjustments and provide targeted support based on student performance. Professional learning and ongoing support will be provided to strengthen staff capacity to analyze student data, implement intervention strategies, and increase consistency in progress-monitoring practices across classrooms and grade levels.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Expenses include program training and support.		
3.9	Math Support for Students with Disabilities	Teachers and intervention staff will utilize district assessment and supplemental instructional programs, including i-Ready diagnostic and instructional systems, to identify student academic needs, monitor progress, and develop individualized action plans for Students with Disabilities (SWDs) and other students performing below grade level in mathematics. Individualized action plans will support student mathematics skill development, progress toward Individualized Education Program (IEP) goals, and access to grade-level mathematics instruction through differentiated instruction, targeted intervention, and individualized learning pathways. Teachers will use diagnostic data, progress-monitoring tools, and collaborative data review processes to implement timely instructional adjustments and provide targeted mathematics support based on student performance data. Professional learning and ongoing support will be provided to strengthen staff capacity in data analysis, mathematics intervention strategies, and implementation of consistent progress-monitoring practices across classrooms and grade levels. Expenses include program training and support.	\$0.00	No
3.10	Data Analysis and Instructional Decision Making	Continuous Improvement Process (CIP) teams, administrators, and instructional staff will participate in collaborative planning time, cycles of inquiry (COI), and ongoing professional learning to strengthen staff capacity in assessment implementation, data analysis, progress monitoring, and data-driven instructional decision-making. Staff will utilize district assessment systems, including i-Ready and FIAB assessments, and classroom performance data to identify student needs, guide differentiated instruction, and support targeted intervention planning for English Learners, Low-Income students, Foster Youth, homeless youth, and other students performing below grade level. The District will continue implementing and refining CIP initiatives in collaboration with the County Office to strengthen consistency of	\$3,553.29	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional practices, improve collaborative data review processes, and support effective Tier 1 instruction across classrooms and grade levels. Additional emphasis will be placed on strengthening collaboration among teachers, administrators, and intervention staff to improve instructional planning, intervention implementation, and student achievement outcomes. Expenses include extra time and salaries for training and plan development, as well as a supplemental program to disaggregate data.		
3.11	LREBG Action Class Size Reduction	Class sizes in grades TK–8 will be maintained at a maximum average of 27:1 to increase access to individualized instruction, differentiated support, and targeted intervention for English Learners (ELs), Low-Income students, Foster Youth, and other students performing below grade level. Maintaining smaller class sizes will support implementation of effective Tier 1 instructional practices, increased student engagement, progress monitoring, and timely instructional adjustments to improve academic outcomes across content areas. The District will continue strengthening recruitment and retention efforts to increase the number of fully credentialed teachers and reduce reliance on interns and substitute staffing. These efforts are intended to improve instructional consistency, strengthen implementation of district instructional initiatives, and ensure students receive high-quality instruction and support from appropriately credentialed staff. This action is grounded in research summarized by Mathis (2016), which identifies class size as a significant factor influencing student achievement, graduation rates, and student engagement. The research emphasizes that smaller class sizes provide the greatest academic benefits for low-income students and historically underserved student groups by increasing opportunities for individualized instruction, stronger student-teacher relationships, and improved access to academic support. Metrics being used to monitor the action: Metric 3.1, 3.2, 3.4, 3.5, and 3.8 LREBG funds supporting this action: \$664,467.00 in 2026-27.	\$3,849,601.95	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses include salaries for 22 teachers, classroom overload pay, and supplies.		
3.12	PE Aides	Six Physical Education (PE) aides will support structured physical education instruction, organized recess activities, student supervision, and positive student engagement at elementary school sites to reduce adult-to-student ratios and improve school safety and student participation. PE aides will assist in implementing standards-aligned physical education activities and structured play opportunities to increase student engagement, physical activity, and access to supportive learning environments for English Learners (ELs), Low-Income students, Foster Youth, and other students who need additional behavioral and social-emotional support. Reducing adult-to-student ratios during physical education and recess will support improved student behavior, increased participation, and stronger student engagement during structured activities. The District will continue strengthening staffing stability, supervision systems, and collaboration among PE teachers, aides, and site administrators to improve consistency of implementation and student support across school sites. Evidence supports a connection between physical activity, student engagement, and academic achievement, indicating that students with higher levels of physical fitness and access to structured physical activity opportunities demonstrate improved academic performance, behavior, and school participation. Expenses include salaries, benefits, and supplies.	\$91,259.18	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 academic year, we will increase the percentage of English Learners (ELs) who make progress toward English proficiency on ELPAC to 49.1% as determined by the California School Dashboard English Learner Performance Indicator.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Thirty-six percent of the district's student population are English learners (ELs). We are committed to supporting language acquisition and academic achievement for this population. Our English Learner Performance Indicator (ELPI) on the 2023 CA School Dashboard was red, with 39.1% of ELs who progressed at least one ELPI level, a decline of 10.4% over the previous year. The 2023 Dashboard also shows that our reclassified English Learners (RFEPs) declined 20.6 points in the Distance from Standard (DFS) in ELA over 2022. We currently have 63 long-term English learners (LTELs) and 100 current ELs at risk of becoming LTELs. Of those at risk, 46% are at Level 2 (the English language is somewhat developed), and 42% are at Level 3 (the English language is moderately developed) on the 2023 Summative ELPAC. Additionally, our District English Learner Advisory Committee and other educational partners communicated a need for greater support for our ELs, our newcomers with limited to no English, and more training for teachers to support ELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) Source: CA School Dashboard State Priority 4E	2022-2023 39.1%	2023-2024 43.2%	2024-2025 49.2%	2025-2026 49.1%	Year 2 to Baseline Percentage Point Difference: ELPI Rate: +10.1%pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percentage of English learners reclassified (English Learner Reclassification Rate) Source: KiDS State Priority 4F	2022-2023 9.65%	2023-2024 10.24%	2024-2025 10.22%	2025-2026 Data 11%	Year 2 to Baseline Percentage Point Difference: RFEP Rate: +0.57%
4.3	ELA CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 ELs: -90.3	2023-2024 ELs: -85.1	2024-2025 ELs: -72.2	2025-2026 ELs: -81.3	Year 2 to Baseline DFS Difference: ELs: +18.1
4.4	Math CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 ELs: -109.9	2023-2024 ELs: -97.2	2024-2025 ELs: -94.4	2025-2026 ELs: -100.9	Year 2 to Baseline DFS Difference: ELs: +15.5
4.5	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 ELs: 1.27%	2023-2024 ELs: 0.76%	2024-2025 ELs: 4.26%	2025-2026 ELs: 8%	Year 2 to Baseline Percentage Point Difference: ELs: +2.99% pts

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1 was successfully implemented to strengthen the District's Designated English Language Development (ELD) program and improve support for English learners. All English learners received designated ELD instruction during the regular school day. The Director of Curriculum and Instruction and site administrators provided ongoing professional development and instructional support focused on research-based and culturally responsive strategies for English learners. Teachers received training in English 3D, including learning pathways and instructional strategies to support students at the emerging, expanding, and bridging proficiency levels. 70% of teachers participated in training on English 3D, including the Language Launch curriculum to support newcomer students and Long-Term English Learners (LTELs). Teachers incorporated technology-based resources and interactive instructional tools to support student engagement and accessibility. Regular collaboration among teachers supported data analysis, instructional planning, and identification of student needs, while DELAC meetings promoted family engagement and communication with parents of English learners. Student progress was monitored through formative assessments and local measures, including i-Ready Reading data, to provide timely interventions and personalized support. Challenges included inconsistent participation in professional learning opportunities and variability in implementation across classrooms. Despite these challenges, the District strengthened instructional supports and increased teacher capacity to support English learner language development and academic achievement.

Action 4.2 was partially implemented to strengthen integrated ELD instruction through teacher collaboration and professional learning. The Director of Curriculum and Instruction and site administrators facilitated collaboration opportunities and professional development focused on integrated ELD strategies, including the implementation of Thinking Maps and collaborative planning. Teachers participated in regular grade-level and departmental collaboration meetings to analyze student data and share instructional strategies. New teachers received Thinking Maps Foundations training and follow-up support sessions during the 2025–26 school year. GLAD professional development and coaching support originally planned for Richland Junior High certificated staff was not implemented during the 2025–26 school year because certificated staff had previously participated in GLAD training during the 2024–25 school year. In addition, educational partner feedback indicated a need to prioritize implementing the newly adopted K–8 ELD curriculum and to strengthen consistency with existing instructional practices before expanding GLAD implementation. As a result, professional learning and coaching support focused primarily on implementation of the new ELD curriculum and the use of Thinking Maps to support English learners. Implementation challenges included limited time for teacher collaboration and inconsistent implementation of integrated ELD strategies across classrooms. Overall, collaboration structures, instructional coaching, and professional learning opportunities strengthened teacher capacity to support integrated ELD instruction and English learner access to core instruction.

Action 4.3 was partially implemented to strengthen the use of ELPAC data to inform instruction and support English learner progress. Teachers reviewed ELPAC results, identified student proficiency levels, and began aligning instructional supports to students' language development needs. Teachers also received training in English 3D's Language Launch curriculum to support newcomer students and LTELs. In addition, after-school tutoring for LTELs was provided by a contracted tutoring company to support academic and language development. One implementation challenge was limited staff availability and participation in after-school academy opportunities, which impacted our ability to expand certificated-led extended learning supports. Despite this challenge, we continued to provide supplemental tutoring opportunities for LTEL students through outside providers.

Action 4.4 was partially implemented to support newcomer English learners through targeted instructional supports and language development strategies. Teachers utilized English 3D's Language Launch curriculum and ELPAC-aligned instructional practices to support newcomer students' language acquisition and access to instruction. Newcomer students also received additional academic and language development support through after-school tutoring services provided by a contracted tutoring company. Challenges included inconsistent student participation in extended learning opportunities and the need for continued professional learning to strengthen implementation of newcomer supports across classrooms. Despite these challenges, we expanded instructional resources and supplemental supports for newcomer English learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Richland School District conducted a detailed review of expenditures related to Goal 4. The total budgeted expenditures for 2025–2026 were \$17,658.20, while the estimated actual expenditures totaled \$283.96, resulting in a variance of \$17,374.24.

The material differences were attributed to the following actions:

Action 4.1 – Designated ELD (\$6,374.24)

Estimated actual expenditures for Action 4.1 were lower than budgeted because fewer certificated staff participated in after-school professional development activities than originally projected, resulting in lower salary and extra-duty expenditures. In addition, expenditures for DELAC training, ELD committee materials, and related professional learning resources were lower than anticipated due to reduced participation and unutilized committee supply allocations. Despite the expenditure variance, Designated ELD services and professional learning opportunities continued to be provided throughout the school year, and there were no material changes to the implementation of the action.

Action 4.2 – KCSOS GLAD Certification (\$5,000)

Estimated actual expenditures for Action 4.2 were lower than budgeted because teachers received GLAD training during the 2024–2025 school year. During the 2025–2026 school year, the District prioritized implementation of the newly adopted K–8 ELD curriculum and did not schedule additional GLAD certification training for newly hired teachers. Despite the expenditure variance, professional learning supports for English Learner instruction continued through implementation of the District's adopted ELD curriculum and related instructional supports.

Action 4.3 – LTEL After-School Tutoring (\$3,000)

Estimated actual expenditures for Action 4.3 were lower than budgeted because the District was unable to secure staffing for after-school tutoring services for Long-Term English Learners (LTELs). Based on educational partner feedback, the District piloted tutoring services through an outside provider funded by the Community Schools Partnership Grant. Despite the expenditure variance, supplemental academic support services continued to be provided to LTEL students through alternative program implementation.

Action 4.4 – Newcomer Support Services (\$3,000)

Estimated actual expenditures for Action 4.4 were lower than budgeted because the District was unable to secure staffing for after-school tutoring services for newcomer students. Based on educational partner feedback, the District piloted tutoring services through an outside

provider funded by the Community Schools Partnership Grant. Despite the expenditure variance, supplemental academic support services continued to be provided to newcomer students through alternative program implementation.

Planned services and supports for Goal 4 were otherwise implemented substantially as described in the adopted LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 was effective in improving progress toward our goal of increasing English learner proficiency. The percentage of English learners making progress toward English proficiency (ELPI Rate) increased from 43.2% in 2023–24 to 49.2% in 2024–25, a 6% increase that exceeds our three-year target of 49.1% (Metric 4.1). This positive trend indicates that the instructional strategies teachers use are improving students' language proficiency. Our English Learner Reclassification Rate remained stable, moving from 10.24% in 2023–24 to 10.22% in 2024–25, slightly below the 2025–26 target of 11% (Metric 4.2). These results indicate that we need to continue strengthening our Designated ELD instruction through student-centered discourse and instructional practices that move from teacher-directed questioning to increased student-driven engagement.

Action 4.2 demonstrated effectiveness in supporting academic achievement and language development for English learners through integrated ELD practices and teacher collaboration. In English Language Arts, the DFS for English learners improved from -85.1 in 2023–24 to -72.2 in 2024–25, representing a 12.9-point increase and demonstrating significant academic growth in closing the gap (Metric 4.3). In Mathematics, the DFS improved from -97.2 in 2023–24 to -94.4 in 2024–25, a 2.8-point increase (Metric 4.4). In the CAST, English learners increased from 0.76% (2023–24) to 4.26% (2024–25), an increase of 2.99 percentage points in the number of students meeting or exceeding the standards (Metric 4.5). These results indicate that teacher collaboration, the implementation of Thinking Maps, classroom observations, and integrated ELD instructional strategies positively supported student learning, academic language development, and access to grade-level content across content areas. Although GLAD professional development was not fully implemented as originally planned, the action was effective in improving outcomes for English learners.

Action 4.3 was partially effective in improving outcomes for LTELs. The percentage of English learners making progress toward English proficiency (ELPI Rate) increased from 43.2% in 2023–24 to 49.2% in 2024–25, a 6% increase that exceeds our three-year target of 49.1% (Metric 4.1). This indicates that the instructional strategies and supports implemented are contributing to improved English language proficiency for our students. The English Learner Reclassification Rate remained stable, moving from 10.24% in 2023–24 to 10.22% in 2024–25, slightly below the 2025–26 target of 11% (Metric 4.2). These results indicate that differentiated instruction, individualized supports, the English 3D Language Launch curriculum, and supplemental tutoring opportunities positively supported English learner language development and progress toward reclassification. However, inconsistent participation in after-school tutoring and limited participation by certificated staff in extended learning opportunities reduced the overall effectiveness of the action. Continued focus on consistent implementation and expanded support opportunities will be important to sustain progress for LTEL students.

Action 4.4 was partially effective in supporting newcomers through targeted language development supports and instructional strategies. The percentage of English learners making progress toward English proficiency (ELPI Rate) increased from 43.2% in 2023–24 to 49.2% in 2024–25, a 6% increase that exceeds our three-year target of 49.1% (Metric 4.1). This upward trend demonstrates that our instructional practices and language development supports are positively impacting students' progress toward English proficiency. Our Reclassification Rate remained stable, moving from 10.24% in 2023–24 to 10.22% in 2024–25, slightly below the 2025–26 target of 11% (Metric 4.2). These

results indicate that English 3D curriculum implementation, technology-based instructional tools, individualized supports, and supplemental tutoring opportunities positively supported ELs' language development and continued progress toward reclassification. However, inconsistent participation in extended learning opportunities and the need for continued professional learning to strengthen newcomer instructional supports limited the overall effectiveness of the action. Continued refinement and consistent implementation of newcomer supports will be important to sustain progress.

Overall, the actions within Goal 4 were effective in improving English learner outcomes, as demonstrated by increased progress toward English proficiency and continued growth in reclassification readiness. Continued focus on consistent implementation, professional learning, and targeted supports for LTELs and newcomer students will be important to sustain and accelerate progress.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior practice, analysis of implementation and effectiveness data, fiscal analysis, and educational partner feedback, we will continue to strengthen implementation of Actions 4.1 through 4.4 during the coming year.

For Action 4.2, we will discontinue professional development and coaching support for GLAD strategies. Reflection data and participant feedback indicated that the training model did not fully align with our staff's instructional needs and implementation preferences. Therefore, we will focus on instructional supports and professional learning aligned to Thinking Maps and the newly adopted English 3D curriculum. This shift will allow us to prioritize instructional practices and resources that have demonstrated stronger alignment to classroom implementation and teacher collaboration in support of integrated ELD instruction.

For Actions 4.3 and 4.4, we refined the actions by removing after-school tutoring and summer language immersion as a planned service. We will instead focus on strengthening targeted instructional supports, differentiated instruction, the English 3D Language Launch, and the use of ELPAC and formative assessment data to increase support for Long-Term English Learners (LTELs) and newcomer students.

No changes were made to the Goal 4 metrics or target outcomes for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Designated ELD	The Director of Curriculum and Instruction and School Principals will improve the Designated English Language Development (ELD) program by providing ongoing professional learning, coaching support, and instructional resources to strengthen ELD instruction and student language acquisition. Teachers will participate in professional development focused	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on research-based instructional practices, culturally responsive teaching, and effective implementation of designated ELD strategies. The district will provide coaching and collaborative planning opportunities to support consistent instructional practices across classrooms. Technology-based resources and interactive tools will be incorporated to increase student engagement and accessibility for English learners. In addition, teachers will use formative assessment data to monitor student progress, inform instruction, and provide timely interventions and targeted support to improve English language proficiency outcomes. Expenses include additional time, benefits, instructional materials, an online program, and a professional development contract.		
4.2	Integrated ELD	The Director of Curriculum and Instruction and School Principals will coordinate professional development, coaching, and follow-up support for teachers on effectively implementing integrated English Language Development (ELD) practices across content areas using Thinking Maps, collaborative planning, and English 3D instructional strategies. Professional learning will emphasize academic language development, differentiated instruction, culturally responsive practices, and strategies to support English learners' access to grade-level content through student-centered discourse and instructional practices that move from teacher-directed questioning toward increased student-driven engagement. Ongoing classroom observations, instructional coaching, and collaborative planning opportunities will support consistent implementation of integrated ELD practices across content areas. Teachers will regularly collaborate to analyze student data, share instructional strategies, and refine instruction better to meet the language and academic needs of English learners. Technology-based instructional resources and interactive learning tools will be incorporated to increase student engagement and accessibility. Expenses include extra time, benefits, instructional materials, online program, and a contract for professional development.	\$5,000.00	Yes
4.3	LTEL Support	The Director of Curriculum and Instruction and School Principals will support Long-Term English Learners (LTELs) by using ELPAC and	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		formative assessment data to identify students' language proficiency levels and develop targeted instructional supports aligned to their individual learning needs. Teachers will receive ongoing professional learning in differentiated instruction, academic language development, culturally responsive teaching, and integration of language objectives within content instruction. Instructional strategies will include vocabulary development, reading comprehension, collaborative learning opportunities, and technology-based supports to strengthen student engagement and language acquisition. Supplemental intervention opportunities and targeted academic supports will be provided to increase language development and progress toward reclassification. We will continue to engage families through ongoing communication and resources to support student learning at home. Classroom walkthroughs and progress monitoring will be used to evaluate implementation and refine instructional supports for LTEL students. Expenses include extra time, benefits, instructional materials, and online program.		
4.4	Newcomer Support	The Director of Curriculum and Instruction and School Principals will support newcomer English learners by implementing a comprehensive English language development program that begins with initial language proficiency assessments and individualized learning supports aligned with students' academic and language development needs. Instruction will emphasize practical communication skills in reading, writing, listening, and speaking through the English 3D Language Launch curriculum, immersive language instruction, and culturally responsive teaching practices. Teachers will incorporate technology-based instructional tools and interactive learning resources to increase student engagement and provide personalized practice opportunities. Supplemental supports and targeted intervention opportunities will support newcomer students' language acquisition and academic progress. We will continue to provide multilingual communication, family outreach, and orientation opportunities to strengthen family engagement and support students' transition into school. Student progress will be monitored using ELPAC and formative assessment data to guide instructional adjustments and targeted supports for newcomer students.	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses include extra time, benefits, instructional materials, and online program.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$10,042,706	\$1,400,308.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.376%	0.000%	\$0.00	37.376%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Curriculum and Instruction Services - Director Need: The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) is at the lowest performance level for English learners and low-income students, and for the district and at Redwood, Sequoia, and RJH. In addition, English learners had the lowest Math indicator at the district level: Redwood, RJH,	This action provides teachers with the knowledge and understanding to support our English learners with academic language and literacy skills to be successful in ELA and Math. We are providing this on an LEA-wide basis due to the scope of student groups at the school and district levels scoring at the lowest performance levels in ELA and Math and because we know that all low-performing students can benefit from improved student engagement, academic language proficiency,	We will monitor the progress of the effective use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Sequoia. Current data and education partner feedback indicate the need for continued professional learning and instructional materials to support English learners. Scope: LEA-wide	critical thinking, and collaborative problem-solving skills.	We will also use the self-reflection tool to survey teachers on our progress in providing professional learning and materials to effectively teach ELD (Metric 1.8).
1.2	Action: Teacher Induction Program Support Provider Need: On the 2023 CA School Dashboard, our English learners (ELs) and low-income students performed at the lowest levels in ELA and math. Currently, approximately 25% of our teaching staff are either new or not fully credentialed. Research has shown that higher levels of teacher preparedness have positive impacts on student achievement. Supporting and retaining credentialed teachers will benefit our low-income and English learners, populations that are typically underrepresented by highly qualified teachers. Current data, DELAC, and administrators continue to indicate the need to provide new teachers with support in effective strategies for English learners. Scope: LEA-wide	Providing all new and not fully credentialed teachers with a mentor will provide ongoing support and follow-up to training, help new teachers navigate challenges, learn effective teaching strategies, and feel supported in their roles, which will lead to increased efficacy and greater satisfaction and retention of qualified teachers. In addition to providing this action for our unduplicated students, we will provide this action LEA-wide because all students performing below grade level will benefit from highly qualified teachers.	We will also monitor the effective use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).
1.3	Action: Comprehensive School Site Program Support	This will address the needs of English learners, low-income students, and all student groups by	We will monitor the progress of the effective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) and math is at the lowest performance level for English learners, low-income, and Hispanic students at Redwood and RJH, and for English learners at Sequoia. Golden Oak, Redwood, and Sequoia were at the lowest performance level in English Learner Progress. Current data and educational partner feedback continue to share the need for increased support for low-performing students by way of after-school programs, teacher training, and grade-level planning time to identify and support student groups. Scope: LEA-wide	allowing teachers time to collaborate and calibrate practices that are proving effective for these groups. Though this action is focused on our English learners and low-income students, we are providing it LEA-wide so that all students performing below grade level can benefit from an increased culture of continuous improvement.	use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).
1.5	Action: Educational Technology Need: The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) is at the lowest performance level for English learners, low-income, as a district and at Redwood, Sequoia, RJH. In addition, English learners received the lowest indicator in Math at the district level, Redwood, RJH, and Sequoia. Current local usage reports and site and district administrators continue to report that the third-party systems designed to close learning gaps among at-risk students are not being consistently utilized across all sites.	By reducing the number of third-party systems and focusing on providing teacher and student support on one or two high-leverage systems, teachers will be able to more quickly identify the learning needs of our low-income and English learners and provide differentiated support. We are providing it LEA-wide, as all students performing below grade level can benefit from differentiated support.	We will monitor effectiveness with the percentage of teachers using KiDS to access student group data (Metric 1.5).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	Action: Zero Period Need: The 2023 CA Dashboard shows our English learners and low-income students performing at the lowest performance level in ELA and Math. Currently, 6.2% of our English learners and 5.52% of our low-income students are enrolled in an additional elective. Our English learners do not have the option to take two electives, as one of the electives they must take is their designated ELD class. Additionally, low-income students often have limited access to experiences such as the arts and music. Current data and our Educational Partners and DELAC feedback continue to demonstrate the need to offer the zero-period option and to educate our parents on the importance of students taking electives. Scope: Schoolwide	By providing a Zero period, ELs and low income students have the opportunity to participate in additional electives to increase their motivation, engagement, and allow them to acquire new skills and experiences which will lead to increased academic performance. We are providing this to our ELs and low-income students as well as all students because we know that all students performing below grade level can benefit from acquiring new skills and experiences.	Percent of low-income and English learner students enrolled in additional elective classes (Metric 1.10)
1.7	Action: Technology Need: On the 2023 CA School Dashboard, our English learners (ELs) and low-income students performed at the lowest performance	By providing technology devices at home, our low-income students and ELs can easily access lessons and third-party systems when they are not at school. By promoting equitable access for our unduplicated students, they are better equipped to develop 21st-century skills and to access information and resources that deepen and	We will monitor effectiveness by the percentage of low income, ELs, and FY students who have access to computing devices at school and at home (Metric 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level in ELA, with ELs performing at the lowest performance level in math. Additionally, our English Learner Progress Indicator is at the lowest performance level. Students who have access to computers at home increase the amount of time spent on educational activities outside of the school day. Low-income and minority families frequently face challenges in accessing electronic devices. We want to ensure equitable access to our unduplicated students. Current data and feedback from our education partners, including parents, teachers, and administrators, continue to indicate that access to current technology is a potential barrier to student success and that updated devices are needed. Scope: LEA-wide	expand learning beyond the school day. We are providing this to our low-income and English learners, as well as all students, because we know that all students performing below grade level can benefit from additional practice.	
1.8	Action: Dual Language Program Need: The 2023 CA Dashboard shows our English learners and low-income students performing at the lowest performance level in ELA and Math. Research suggests the cognitive benefits of bilingual or biliterate students including enhanced problem-solving skills, improved memory, and greater cognitive flexibility. By providing a dual language program, students who are English learners from low-income families will have increased opportunities to improve skills needed for academic success. Current data and our	This action will support our English learners, especially those from low-income families, as Dual language programs systematically use English learners' home language to scaffold the acquisition of English literacy and thus take advantage of English learners' existing language abilities. Though priority enrollment is given to our English learners and our low-income students, it is being offered to all students as we know that all students can benefit from the benefits of being bilingual.	Percent of English learners and low-income students enrolled in the Dual Language Program (Metric 1.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational partners' feedback requesting for a Dual Program as a pathway for students to earn their seal of biliteracy in high school, demonstrate a need to continue our program. Scope: Schoolwide		
2.1	Action: Educational Parent Engagement - Community Liaison Need: On the 2023 California School Dashboard, English learners and foster youth demonstrated elevated suspension rates: 6.5% for English learners and 15.2% for foster youth, indicating a continued need for behavioral, social-emotional, and school-connectedness supports. Local climate survey data also reflect ongoing needs related to student connectedness, as 53% of 5th- and 6th-grade students and 43.1% of 7th- and 8th-grade students reported feeling connected to school on the 2026 Student Climate Survey. In addition, on the 2026 Annual LCAP Educational Partner Survey, 69% of parents reported feeling connected to the school district. Current local data and DELAC feedback continue to demonstrate the need for parent workshops, expanded opportunities for parent-student engagement, and additional support to increase family involvement in students' education.	Building and strengthening partnerships with families is essential to increasing student connectedness, engagement, and academic success for English learners, low-income students, and foster youth. Providing parent education, outreach, and engagement opportunities equips families with the knowledge and tools to support student learning, improve home-to-school communication, and increase participation in school activities and decision-making. Increased family involvement and connectedness are intended to improve student outcomes and strengthen students' sense of belonging within the school community. This action is provided on an LEA-wide basis because all students benefit when schools build strong family-school partnerships and increase meaningful family engagement across all school sites.	We will monitor the effectiveness of providing families of low-income, English learners, and foster youth pupils with information and resources to support student learning and development at home using our CDE Self-Reflection tool (Metric 2.2) We will also monitor the progress of parent connectedness and involvement for ELs, LI, and FY and for all students using our annual LCAP Ed Partner Survey (Metric 2.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: LCAP Coordination & Leadership - Assistant Superintendent Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across the four school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing needs related to attendance and educational partner engagement for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. In addition, based on the CDE Parent and Family Engagement Self-Reflection Tool, families rated the District at Level 5 – Sustainability in providing families with information and resources to support student learning and development at home, and at Level 4 – Full Implementation in building the capacity of families to participate in advisory groups and decision-making processes. Current local data and feedback from DELAC and PAC continue to demonstrate the need to maintain and strengthen opportunities for families of English learners, low-income students, and foster	By ensuring that families of our unduplicated pupils have access to up-to-date information about the LCAP’s purpose and their role in providing feedback, we can develop more effective goals and actions to support their children. Keeping families informed about progress toward intended outcomes will make our actions and services more robust, thereby improving student outcomes. This initiative will be implemented LEA-wide, as all students can benefit from the comprehensive actions informed by the feedback we receive.	Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making (Metric 2.1) We will also monitor the progress of parent connectedness and involvement for ELs, LI, and FY and for all students using our annual LCAP Ed Partner Survey (Metric 2.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	youth to participate in advisory groups, provide feedback on District programs and services, and support the development and continuous improvement of the LCAP. Scope: LEA-wide		
2.3	Action: Parent & Family Communication Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing needs related to attendance and family connectedness for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. In addition, current ParentSquare communication data indicate that more than 99% of families were successfully reached through districtwide electronic communication systems. However, according to the 2026 Annual LCAP Educational Partner Survey, only 69% of parents reported feeling connected to the District, with lower connectedness among some unduplicated pupil groups. Current local data and educational partner feedback	Providing an electronic communication platform supports the needs of English learners, low-income students, and foster youth by ensuring families receive timely school and District information in their preferred language and through multiple communication methods. Increased access to translated communication and targeted outreach supports greater family engagement, participation in school activities and advisory groups, and stronger home-to-school connections for unduplicated pupil groups. This action is provided on an LEA-wide basis because all students benefit when families have equitable access to timely communication, important school information, and opportunities to engage with the District and school community.	We will monitor the effectiveness of the action by the percentage of families reached with our communication platform (Metric 2.14) We will also monitor the effectiveness of our communication with the percentage of educational partners who feel a sense of connectedness (Metric 2.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to demonstrate the need to provide timely communication in families' preferred languages, strengthen family engagement, and increase parent connectedness and participation in District and school programs. Scope: LEA-wide		
2.4	Action: Attendance/Chronic Absenteeism Support Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing attendance needs for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. Educational partner feedback from parents, staff, site, and District administrators, DELAC, and PAC indicates a continued need to strengthen attendance interventions, family outreach, and student support services to address barriers contributing to chronic absenteeism and improve consistent school attendance for unduplicated pupils.	Our attendance staff will collaborate and provide direct services to remove barriers preventing our unduplicated students from regularly coming to school. Though we consider the needs of unduplicated pupils a priority, we recognize that four other student groups have a low-performance level for chronic absenteeism. As such, we will implement action district-wide.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	Action: Health Services - District Nurse & Health Aide Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing attendance and health-related needs for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. Educational partner feedback from parents, staff, site, and District administrators, DELAC, and PAC indicates a continued need to increase access to health and wellness services, reduce illness-related absences, and provide coordinated supports that improve school attendance and student well-being for unduplicated pupils. Scope: LEA-wide	We know that our low-income students and English learners often lack access to high-quality healthcare due to economic barriers such as poverty, lack of insurance or inadequate insurance, language barriers, and geographic barriers such as residing in areas with a shortage of health professionals. Our health staff will support students' basic health needs to help ensure they are physically well, reducing the likelihood of illnesses or conditions that could lead to absenteeism. Though we consider the needs of our low-income students a priority, we recognize that four other student groups have a low-performance level for chronic absenteeism and can all benefit from the services provided by our health staff. As such, we will implement the action district-wide.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.6	Action: Health and Safety	The increased sanitation of our school facilities on Saturdays will help reduce student illness and reduce absences during flu season. By	We will monitor progress for English learners, low income students, and for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing attendance and wellness needs for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. Educational partner feedback from parents, staff, site, and District administrators, DELAC, PAC, and student advisory indicates a continued need to maintain clean, healthy learning environments that reduce illness-related absences and support consistent school attendance for unduplicated pupils. Scope: LEA-wide	implementing the action district-wide, we will create a healthier and safer environment for all students, thereby reducing absenteeism and promoting academic success.	all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.7	Action: TK-8 Educational Excursions Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across	English learners, low-income, and foster youth often have limited opportunities to go on excursions with parents due to financial constraints, language barriers, or unstable living situations. By participating in enriching activities outside the classroom, our students will feel more connected to their education and are more likely to attend school to take advantage of such opportunities. Providing field trips will not only contribute to higher attendance rates but will also	We will monitor progress for English learners, low-income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)

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	school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing attendance and student engagement needs for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. Educational partner feedback from parents, staff, site, and District administrators, DELAC, PAC, and student advisory indicates a continued need to increase student engagement, connectedness, and access to meaningful enrichment opportunities that support attendance, academic engagement, and positive school experiences for unduplicated pupils. Scope: LEA-wide	improve their academic outcomes. Because having common experiences can increase peer interactions and school connectedness, the action will be provided on an LEA-wide basis.	
2.8	Action: Extended Learning Programs Need: The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing attendance and student connectedness needs for unduplicated pupil groups. Based on Metric 2.9, student connectedness increased in	English learners, low-income, and foster youth often have limited opportunities to participate in music programs, especially in elementary schools. By participating in enrichment activities such as music, educational partners believe our students will feel more connected to their education and are more likely to attend school to take advantage of such opportunities. Providing a music program for our elementary students will contribute to higher attendance rates and improve their academic outcomes. Because having common experiences can increase peer interactions and school connectedness, the action will be provided on an LEA-wide basis.	We will monitor progress for English learners, low-income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)

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	2025–26; however, connectedness levels among some student groups remain a need. Educational partner feedback from students, staff, families, DELAC, and PAC indicates a continued need to provide music and enrichment opportunities at elementary school sites, particularly because many students lack access to music programs or arts enrichment outside of school. Continued access to Visual and Performing Arts programs supports student engagement, school connectedness, and positive school experiences for unduplicated pupils Scope: Schoolwide		
2.9	Action: Library Services Need: The 2023 California School Dashboard reports elevated suspension rates for English learners at 6.5% and foster youth at 15.2%, indicating ongoing school-connectedness and engagement needs for unduplicated pupil groups. Although improvement has occurred since the 2023 Dashboard, current local data continue to demonstrate ongoing needs related to student connectedness and engagement. Based on Metric 2.9, student connectedness increased in 2025–26, with 53% of 5th- and 6th-grade students and 43.1% of 7th- and 8th-grade students reporting a sense of connectedness to school. Educational partner feedback from students,	Our DELAC and the students and families of our low-income students, English learners, and foster youth have requested that we continue to offer and increase the number of family events at our libraries. This action will increase peer interactions and school connectedness for ELs, low-income, and foster youth and ensure more equitable access to library services and events. We will provide this action LEA-wide as all students benefit from a school environment where they feel connected.	We will monitor progress for English learners, low-income students, foster youth, and all student groups using: Ca School Dashboard Suspension Rate (Metric 2.7), and Spring Student Climate Survey (Metric 2.9)

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	families, DELAC, and PAC continues to indicate a need to provide safe, supportive, and engaging spaces for students outside of the regular school day. Educational partners shared that many students have limited access to free literacy, enrichment, and community engagement opportunities outside of school. Continued access to library programs, family literacy events, and expanded library services supports student engagement, school connectedness, literacy development, and positive peer interactions for unduplicated pupils. Scope: LEA-wide		
2.10	Action: Positive Culture and Climate Support Need: Our school district received the lowest performance indicator on the 2023 California School Dashboard for suspensions for English learners and foster youth, while two schools received the lowest performance indicator for English learners, homeless students, and the all-student group. In addition, four student groups, including low-income students, are in the low-performance indicator in suspension, demonstrating a need to reduce the suspension rate for our unduplicated students district-wide. Current data indicate a need for continued positive culture and climate support.	By utilizing PBIS and restorative strategies, we will be able to more effectively manage student behavior, build and repair relationships, resolve conflicts, and foster a positive and inclusive school culture, thereby ensuring that unduplicated pupils remain actively engaged in learning. By identifying more specifically the locations, times, and types of incidents affecting our unduplicated pupils, we can be proactive in anticipating situation antecedents, focus efforts on additional training, and ensure we have adequate staffing and resources to support student success. We will offer this on an LEA-basis because other student groups have high suspension rates.	We will monitor the percentage of English learners and foster youth being suspended, including all students by using the: California School Dashboard student group suspension rates (Metric 2.7)

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	Scope: LEA-wide		
2.11	Action: LREBG Action Social Emotional Supports for Students Need: Our school district received the lowest performance indicator on the 2023 California School Dashboard for suspensions for English learners and foster youth, while two schools received the lowest performance indicator for English learners, homeless students, and the all-student group. In addition, four student groups, including low-income students, are in the low-performance indicator in suspension, demonstrating a need to reduce the suspension rate for our unduplicated students district-wide. On the Annual Student Climate Survey, only 26.4% of 5th and 6th and 19.1% of 7th-8th grade students reported feeling a sense of connectedness at their schools. Current data and educational partner feedback indicate a need for continued increase in social-emotional support for students. Scope: LEA-wide	Staff will support English learners, low-income youth, and foster youth by providing counseling opportunities for students to engage in meaningful dialogue. This will restore relationships with their peers and staff by empowering students to take responsibility for their actions, repair harm caused to others, and develop empathy and communication skills. We will provide this action LEA-wide as all students benefit from restorative practices and an environment where students and staff feel valued and respected.	We will monitor the progress of English learners, low-income, foster youth, and all students using the: Annual Spring Student Climate Survey (Metric 2.9) Ca. School Dashboard Suspension Rate (Metric 2.7)
2.12	Action: Dean of Success Need:	Through regular communication, mentoring, and targeted support for at-risk students, the Dean of Success will increase student engagement, participation in extracurricular activities, school connectedness, and progress toward meeting	We will monitor the progress of English learners, low-income, foster youth, and all students using the:

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	For the 2023–24 school year, the middle school dropout rate reported through CALPADS was 0% for low-income students, English learners, and foster youth. During the 2023–24 school year, 86% of 8th-grade students qualified to graduate from Richland Junior High, including 70% of English learners, 85% of low-income students, and 66% of foster youth. Current local data demonstrate improvement in graduation eligibility outcomes for unduplicated pupil groups. Based on Metric 2.13, graduation eligibility in 2025–26 increased to 84% for English learners and 88% for low-income students. Foster youth data were not reported due to the small student population size. Educational partner feedback from DELAC, families, staff, and administrators continues to indicate a need to provide ongoing academic monitoring, mentoring, student engagement opportunities, and consistent communication regarding graduation requirements to ensure unduplicated pupils remain engaged in school, meet graduation requirements, and successfully transition to high school. Scope: Schoolwide	graduation requirements for English learners, low-income students, foster youth, and other unduplicated pupil groups. Increased access to student supports, positive school experiences, and consistent monitoring is intended to improve graduation eligibility, strengthen student engagement, and support successful transitions to high school. This action is provided on a school-wide basis because all at-risk students benefit from increased access to mentoring, engagement opportunities, and coordinated support services that promote academic success and student well-being.	Ca. School Dashboard Suspension Rate (Metric 2.7) Percent of 8th grade students who meet graduation requirements (Metric 2.13)
2.13	Action: Student & Family Supports Coordinator Need: The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI)	The 2023 California School Dashboard reports chronic absenteeism rates of 26.9% for English learners, 31.5% for low-income students, and 24.1% for foster youth, placing these student groups in the medium performance level districtwide and across school sites. Although improvement has occurred since the 2023	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic

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	students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of unduplicated students who are chronically absent. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. Scope: LEA-wide	Dashboard, current local data continue to demonstrate ongoing attendance, wellness, and support service needs for unduplicated pupil groups. Based on Metric 2.5, chronic absenteeism in 2025–26 remained at 16% for English learners and 18% for low-income students. Educational partner feedback from parents, staff, site, and District administrators, DELAC, and PAC indicates a continued need to strengthen coordination of wraparound services, community partnerships, and family supports to address barriers related to attendance, housing instability, health, and access to basic needs that impact student engagement and school attendance for unduplicated pupils. Resource Center.	Absenteeism Rate (Metric 2.5)
2.14	Action: Opportunity Class Need: On the 2023 California School Dashboard, English learners and low-income students performed at the lowest levels in English Language Arts and mathematics. Although the District's expulsion rate remained at 0% for all student groups, the 2023 California School Dashboard identified elevated suspension rates for English learners and foster youth, with two school sites receiving the lowest performance indicator for English learners, homeless students, and the all-student group. Low-income students and several additional student groups also demonstrated elevated suspension rates on the 2023 California School Dashboard, indicating a continued need to reduce exclusionary discipline	To reduce suspension rates and maintain a 0% expulsion rate for English learners, foster youth, low-income students, and other at-risk student groups, the Opportunity Class will provide an alternative to suspension that allows students to remain engaged in instruction while receiving behavioral and academic support services. The Opportunity Class will provide structured academic support, restorative interventions, social-emotional learning, and one-on-one counseling to help students develop positive coping skills, strengthen self-regulation, and improve decision-making and peer relationships. Families of students participating in the Opportunity Class will also receive wraparound support services through the Family Resource Center to address barriers impacting student success and school engagement. This action is provided on a school-wide basis because all at-risk students benefit from increased access to behavioral, academic,	We will monitor the progress of English learners, low-income, foster youth, and all students using the: Ca. School Dashboard Suspension Rate (Metric 2.7) Student Expulsion rate (Metric 2.8)

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	practices and strengthen behavioral and academic supports for unduplicated pupils. Current local data demonstrate improvement in suspension outcomes, with suspension rates in 2025–26 decreasing to 1.06% for English learners, 1.35% for low-income students, and 5% for foster youth. Educational partner feedback from DELAC, teachers, parents, and site administrators continues to indicate a need for the Opportunity Class as an alternative to suspension to ensure students remain connected to instruction, receive behavioral interventions and academic support, and avoid further academic disengagement. Scope: Schoolwide	and social-emotional supports that reduce exclusionary discipline practices and promote positive student outcomes.	
3.1	Action: Academic Recovery Teachers- ELA Need: The 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current data show improvement in ELA outcomes, with the CAASPP ELA Distance	Academic Recovery Teachers will support teachers through instructional coaching, collaborative lesson planning, intervention support, and implementation of evidence-based literacy strategies focused on foundational reading skills, vocabulary development, reading comprehension, and academic language acquisition. These supports are primarily aimed at improving outcomes for English learners and low-income students who continue to perform below standard in English Language Arts. By strengthening teacher capacity to provide differentiated instruction, small-group instruction, and targeted literacy intervention, the district aims to reduce achievement gaps and increase equitable access to grade-level instruction for unduplicated pupils.	We will monitor the progress for English learners, low income, and foster youth and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4)

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	From Standard improving by 18.1 points for English learners and 15.5 points for low-income students from the baseline year; however, student performance remains below standard, demonstrating that continued literacy intervention and instructional support remain necessary. Educational partner feedback, including input from DELAC, continues to support the need for ongoing teacher training, supplemental instructional materials, and effective literacy strategies to improve reading comprehension, vocabulary development, and academic language skills for English learners and low-income students. Scope: Schoolwide	This action is being provided on a schoolwide basis at the elementary schools because a significant number of students, including English learners and low-income students, are performing below grade level in literacy. Providing coordinated schoolwide literacy support ensures that unduplicated pupils receive timely access to high-quality instruction and intervention within the core educational program. The district has determined that a schoolwide approach is the most effective use of funds to improve literacy outcomes, address the identified academic needs of unduplicated pupils, and benefit all students who require additional reading support.	
3.2	Action: Academic Recovery Teachers- Math Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. Current Metric 3.2 CAASPP Mathematics Distance From Standard data demonstrate	Math Academic Recovery Teachers will help teachers in lesson planning and provide targeted support in math to English learners and students from low-income backgrounds. The focus will be on mathematical practices to foster the development of essential math skills necessary for academic success. The program will be implemented school-wide at elementary schools, ensuring that all students below grade level in math can benefit from this comprehensive assistance.	We will monitor the progress for English learners, low-income, and foster youth, and for all students using: Math CAASPP Distance From Standard (Metric 3.2) Percent of students scoring at or above benchmark on iReady Mid Year (Metric 3.5)

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	improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard, indicating a continued need for targeted mathematics intervention and differentiated instructional support. Educational partner feedback, including input from DELAC and the LCAP Educational Partner Survey, continues to support the need for ongoing professional learning, supplemental instructional materials, and effective mathematics strategies to improve academic achievement, mathematical reasoning, and student engagement for English learners and low-income students. Scope: LEA-wide		
3.3	Action: Reading Intervention Support Need: The 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current Metric 3.1 CAASPP ELA Distance From Standard data show improvement from	Reading intervention teachers will provide targeted literacy services to students reading below grade level. This action aims to support English learners and low-income students, address educational gaps, and promote equitable learning opportunities. By helping students master these skills, we will foster critical thinking, enhance vocabulary, and encourage effective communication, all of which are essential for academic success. We will implement this action school-wide at the elementary schools, as all students reading below grade level will benefit.	We will monitor the progress for English learners, low income, and foster youth and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4)

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	the baseline year, with English learners improving by 18.1 points and low-income students improving by 15.5 points; however, student performance remains below standard, demonstrating a continued need for targeted reading intervention and literacy support services. Educational partner feedback, including input from teachers, parents, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for additional reading intervention services and targeted academic support for students performing below grade level. Scope: Schoolwide		
3.4	Action: LREBG Action Intervention Support Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. Also, on the 2023 California School Dashboard, the ELA performance indicator for English learners and low-income	Reading and math intervention teachers will provide targeted literacy and math services to students performing below grade level. This initiative will support English learners and low-income students, addressing educational gaps and promoting equitable learning opportunities. By helping students master these skills, we will foster critical thinking, expand vocabulary, and deepen mathematical understanding, all of which are essential for academic success. We will implement this schoolwide at all elementary campuses, as all students performing below grade level will benefit from the opportunity to improve their reading and math skills.	We will monitor the progress for English learners, low income, and foster youth and for all students using: Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Mid Year Math (Metric 3.5)

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	students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current CAASPP ELA and Mathematics Distance From Standard data demonstrate improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard in literacy and mathematics, indicating a continued need for targeted intervention services and academic support. Educational partner feedback, including input from teachers, parents, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for additional reading and mathematics intervention services, differentiated instruction, and targeted support for students performing below grade level. Scope: Schoolwide		
3.5	Action: SST Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for	To bridge the achievement gap for our unduplicated pupils, the SST team will collaborate to identify and address the academic, behavioral, and social-emotional needs of students experiencing difficulties in school, providing earlier and more effective support that ultimately enhances educational outcomes. This support will	We will monitor the progress for English learners, low income, and foster youth and for all students using:

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	the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current CAASPP ELA and Mathematics Distance From Standard data demonstrate improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard, indicating a continued need for early intervention, coordinated student support services, and academic assistance. Educational partner feedback, including input from parents, teachers, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for a strong Student Study Team (SST) process to identify student needs early and provide targeted academic, behavioral, attendance, and social-emotional interventions.	be provided on an LEA-wide basis because all students performing below grade level can benefit.	Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)

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	Scope: LEA-wide		
3.6	Action: Enrichment Program for Unduplicated Students GATE Need: Based on the 2024-2025 GATE identification data, it is observed that only 7% of qualified GATE students are English Learners (ELLs), compared to 85% who are low-income students. Our current practices for identifying giftedness are predominantly rooted in assessment data and high academic performance, which may fail to recognize the unique potential of ELLs, potentially masking their exceptional capabilities and leading to their significant underrepresentation in our gifted programs. We will continue to implement inclusive identification strategies that accommodate the diverse profiles of ELLs to ensure equitable opportunities for all students displaying gifted potential. Current data indicate that English learners' representation in GATE identification remains disproportionately low, underscoring the need to refine identification practices and increase equitable access to advanced learning opportunities for unduplicated pupils. Educational partner feedback, including input from teachers, administrators, DELAC, and the	Understanding the importance of English learners and low-income students having access to challenging curricula and enrichment activities, this action will address the need to overcome identification biases present in our current qualification processes. By reviewing and updating our assessment instruments and local criteria, we seek to ensure equitable access to programs that can help bridge educational gaps, offering resources and enrichment activities that may not be available in their regular classroom settings.	We will monitor the progress of English learners, low-income, and foster youth, and for all students using: The percent of students identified as eligible for GATE (Metric 3.7)

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	LCAP Educational Partner Survey, continues to support the need for more inclusive and equitable identification practices, enrichment opportunities, and access to advanced learning experiences for English learners and low-income students. Scope: LEA-wide		
3.7	Action: School Site Student Group Support Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners.	Schools with low-performing scores in math and ELA will provide differentiated services, language support, and after-school academies to English learners and low-income students to address their unique educational needs. By offering tailored assistance and additional resources, we will help close achievement gaps, improve academic outcomes, and ensure all students have equitable opportunities to succeed. Because all students who are not meeting grade-level standards could benefit from these services, the services will be provided district-wide.	We will monitor the progress for English learners, low income, and foster youth and for all students using: Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)

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	Current CAASPP ELA and Mathematics Distance From Standard data demonstrate improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard, indicating a continued need for differentiated instruction, targeted intervention, language development support, and expanded learning opportunities. Educational partner feedback, including input from teachers, parents, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for after-school academic support programs, supplemental learning opportunities, and targeted services designed to improve academic achievement and student engagement for English learners and low-income students. Scope: LEA-wide		
3.10	Action: Data Analysis and Instructional Decision Making Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math	Data analysis and instructional decision-making are important for improving teaching and learning for English learners and low-income students. As our teachers and administrators engage in this process, they will identify specific areas where our unduplicated students need additional support, allowing them to tailor interventions to meet their unique needs. Furthermore, by continuously monitoring progress through data, teachers will make informed adjustments to their teaching strategies, ensuring that all students have equitable opportunities to succeed academically.	We will monitor the progress of English learners, low-income, foster youth, and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Math CAASPP Distance From Standard (Metric 3.2)

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	performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current CAASPP ELA and Mathematics Distance From Standard data demonstrate improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard, indicating a continued need for targeted instructional planning, progress monitoring, and data-informed intervention practices. Educational partner feedback, including input from teachers, parents, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for ongoing use of student data, collaborative data analysis, and instructional decision-making practices to improve academic outcomes and ensure equitable access to support for English learners and low-income students. Scope:	Because all students benefit from tailored interventions, this action will be provided school-wide to support students who are underperforming to improve academic outcomes.	Percent of students scoring at or above benchmark on DIBELS Composite Mid Year (Metric 3.4), Math Mid Year (Metric 3.5), and iReady ELA Mid Year (Metric 3.8)

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	LEA-wide		
3.11	Action: LREBG Action Class Size Reduction Need: On the 2023 California School Dashboard, the mathematics performance indicator for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. The 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Current CAASPP ELA and Mathematics Distance From Standard data demonstrate improvement from the baseline year for English learners and low-income students; however, student groups continue to perform below standard, indicating a continued need	By reducing class sizes, teachers will be able to give English learners and low-income students more individualized attention, allowing for tailored instruction that meets their specific needs. Additionally, smaller classes create a more supportive and interactive environment, fostering better engagement and participation, all supporting academic improvement. Class size reduction will be provided to all students across the LEA because it enhances the overall quality of education by allowing teachers to address diverse learning styles more effectively and manage classroom dynamics more efficiently.	We will monitor the progress for English learners, low-income, and foster youth, and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Math CAASPP Distance From Standard (Metric 3.2) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for individualized instructional support, differentiated instruction, and increased opportunities for student engagement. Educational partner feedback, including input from teachers, parents, site administrators, DELAC, and the LCAP Educational Partner Survey, continues to support the need for smaller class sizes to provide more individualized instruction, increased teacher-student interaction, and targeted support for English learners and low-income students. Scope: LEA-wide		
3.12	Action: PE Aides Need: We have 68% of English learners, 74% of low-income students, and 82% of foster youth with a grade of “C” or better in PE on the 3rd quarter reporting period. Additionally, educational partners have communicated a need for a lower student-to-teacher ratio during PE, and our students have requested a greater variety of activities. Educational partner feedback, including input from students, parents, teachers, and the LCAP Educational Partner Survey, identified the need for lower student-to-teacher ratios in PE classes and for increased opportunities for a greater variety of physical activities and student engagement. Educational partners also emphasized the importance of providing	By reducing the size of PE classes, teachers can offer English learners and low-income students more personalized attention tailored to their unique needs. Smaller classes foster a more supportive, interactive atmosphere, enhancing engagement and participation in physical education. This increased involvement not only supports physical fitness but has also been shown to improve recall and memory, leading to better academic outcomes. This will be provided to all students schoolwide, as they can all benefit from healthier lifestyles through regular physical activity.	We will monitor the progress for English learners, low-income students, foster youth, and the all students group using: Percent of students with PE grade of "C" or higher on third-quarter reporting period (Metric 3.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supportive learning environments that promote student wellness, participation, physical fitness, and school connectedness for English learners, low-income students, and foster youth. Scope: Schoolwide		
4.2	Action: Integrated ELD Need: On the 2023 California School Dashboard, English learners performed at the lowest performance level (Red) in both English Language Arts and Mathematics. In addition, according to the 2023 California Science Test (CAST), only 1.27% of English learners met or exceeded the Science standard. Current data shows improvement in English learner outcomes, with ELA Distance From Standard improving to -72.2, Mathematics improving to -94.4, the ELPI Rate increasing to 49.2%, the English learner reclassification rate increasing to 10.22%, and 4.26% of English learners meeting or exceeding the standard on CAST in 2024–2025. Educational partner feedback, including DELAC input, continues to demonstrate the need for ongoing professional development, instructional coaching, and follow-up support to strengthen the implementation of integrated English Language Development (ELD) practices across all content areas.	This action is designed to address the academic and language development needs of English learners by strengthening the implementation of integrated ELD instruction across all content areas. Through professional development, instructional coaching, collaboration, and ongoing support, teachers will implement research-based strategies that promote academic vocabulary development, structured student discourse, reading comprehension, writing development, and meaningful access to grade-level content. These instructional supports are intended to improve English learners' progress toward English proficiency, increase reclassification rates, and improve student achievement in English Language Arts, Mathematics, and Science. This action is being provided on an LEA-wide basis because integrated ELD practices are most effective when consistently implemented across all classrooms and content areas throughout the District. While the action is principally directed toward improving outcomes for English learners, all students benefit from language-rich instruction, opportunities for academic discourse, and scaffolded access to rigorous academic content. Based on current student performance data and	We will monitor the progress of ELs by using: ELA CAASPP Distance From Standard (Metric 4.3) Math CAASPP Distance From Standard (Metric 4.4) Percent of students who met/exceeded the standard as measured by CAST (Metric 4.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	educational partner feedback, the District has determined that providing integrated ELD support on an LEA-wide basis is the most effective use of funds to improve outcomes for English learners and other unduplicated pupils.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	Action: Designated ELD Need: On the 2023 California School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. In addition, the District's three elementary schools were identified at the Red performance level on the English Learner Progress Indicator (ELPI), and the junior high school was identified at the Orange performance level. Current data show improvement in English learner outcomes, with the ELPI Rate increasing to 49.2% and the English learner reclassification rate increasing to 10.22%, demonstrating that continued support for designated English Language Development	This action is designed to improve English learners' progress toward English proficiency and increase reclassification outcomes by strengthening the implementation of designated English Language Development (ELD) instruction. Through professional development, instructional coaching, and structured language-development lessons, teachers will implement strategies that emphasize academic vocabulary development, structured student interaction, language acquisition, and meaningful communication across content areas. These supports are intended to improve English learners' progress on the ELPAC English Learner Progress Indicator (ELPI) and increase English learner reclassification rates by providing students with the language skills necessary to access grade-level academic content and demonstrate proficiency in listening, speaking, reading, and writing.	We will monitor the progress of ELs by using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) Metric 4.1 Percentage of English learners reclassified (English Learner Reclassification Rate) Metric 4.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(ELD) instruction remains necessary. Educational partner feedback, including input from DELAC and PAC, continues to support the need for ongoing teacher training and instructional support focused on English language development strategies for English learners. Scope: Limited to Unduplicated Student Group(s)		
4.3	Action: LTEL Support Need: On the 2023 CA School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. We also have our three elementary schools, ELPI at the lowest performance level (Red) on the 2023 CA School Dashboard, and our junior high in the Orange performance level. Current data show improvement in English learner outcomes, with the ELPI Rate increasing to 49.2% and the English learner reclassification rate increasing to 10.22%, demonstrating the continued need to provide programs and professional learning that support teachers in effectively implementing English language development strategies for English learners. Educational partner feedback, including input from DELAC, continues to support ongoing training and	This action is designed to strengthen teachers' capacity to support English learners through targeted professional development and implementation of structured language-development strategies across instructional settings. Teachers will participate in ongoing training and prepare lessons that emphasize academic vocabulary development, structured student interaction, interactive learning activities, and real-world communication practice to support students' language acquisition and access to grade-level content. These strategies are intended to improve English learners' progress toward English proficiency, increase reclassification outcomes, and build students' confidence and fluency in listening, speaking, reading, and writing across multiple academic contexts.	We will monitor the progress using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) (Metric 4.1) Percentage of English learners reclassified (English Learner Reclassification Rate) (Metric 4.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instructional support for teachers serving English learners. Scope: Limited to Unduplicated Student Group(s)		
4.4	Action: Newcomer Support Need: On the 2023 CA School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. We also have our three elementary schools, ELPI at the lowest performance level (Red) on the 2023 CA School Dashboard, and our junior high in the Orange performance level. Current data shows improvement in English learner outcomes, with the ELPI Rate increasing to 49.2% and the English learner reclassification rate increasing to 10.22%, demonstrating the continued need to provide programs and professional learning that support teachers in effectively implementing English language development strategies for English learners, including newcomer students. Educational partner feedback, including input from DELAC, continues to support ongoing training and instructional support for teachers serving English learners. Scope: Limited to Unduplicated Student Group(s)	This action is designed to support newcomer English learners by strengthening teachers' ability to provide targeted language-development instruction and structured supports that address students' unique academic and linguistic needs. Teachers will implement lessons that emphasize academic vocabulary development, interactive learning activities, structured student discourse, and real-world communication practice to support students' language acquisition and access to grade-level content. These instructional strategies are intended to help newcomer students build confidence and fluency in listening, speaking, reading, and writing while improving progress toward English proficiency and increasing access to academic success across content areas.	We will monitor the progress using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) (Metric 4.1) Percentage of English learners reclassified (English Learner Reclassification Rate) (Metric 4.2)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The following personnel are included in our plan to increase the number of staff providing direct services to students at our schools with a high concentration (above 55%) of foster youth, English learners, and low-income students:

30 paraprofessionals (Goal 3 Action 1)
1 health aide (Goal 2 Action 5)
1 custodian (Goal 2 Action 6)
1 Opportunity teacher and one paraprofessional (Goal 2 Action 14)

Additionally, the plan includes increasing the hours of 18 paraprofessionals (Action 3.3), which will result in more direct services students receive from staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Elementary: 1:16 Junior High: 1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary: 1:15 Junior High: 1:13

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$26,869,111	\$10,042,706	37.376%	0.000%	37.376%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,365,835.77	\$905,609.80	\$0.00	\$0.00	\$12,271,445.57	\$10,340,307.44	\$1,931,138.13

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction Services - Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$376,272.63	\$156,507.00	\$532,779.63				\$532,779.63	
1	1.2	Teacher Induction Program Support Provider	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
1	1.3	Comprehensive School Site Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$4,737.00	\$65,000.00	\$69,737.00				\$69,737.00	
1	1.4	PreSchool Mainstreaming	Students with Disabilities	No			All Schools Specific Schools: Golden Oak Elementary PK-TK Instructional Aide	2024-25 through 2026-27	\$25,053.00	\$0.00		\$25,053.00			\$25,053.00	
1	1.5	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$153,756.03	\$500.00	\$154,256.03				\$154,256.03	
1	1.6	Zero Period	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Richland Junior High 7th and 8th grade	2024-25 through 2026-27	\$39,264.73	\$0.00	\$39,264.73				\$39,264.73	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$242,847.33	\$531,900.00	\$774,747.33				\$774,747.33	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Dual Language Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary & Richland Junior High TK-7 (2026-27)	2024-25 through 2026-27	\$1,500.00	\$7,000.00	\$8,500.00				\$8,500.00	
2	2.1	Educational Parent Engagement - Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$32,780.09	\$47,450.00	\$80,230.09				\$80,230.09	
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$172,277.47	\$33,000.00	\$205,277.47				\$205,277.47	
2	2.3	Parent & Family Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$0.00	\$24,132.40	\$24,132.40				\$24,132.40	
2	2.4	Attendance/Chronic Absenteeism Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$300,575.72	\$22,450.00	\$323,025.72				\$323,025.72	
2	2.5	Health Services - District Nurse & Health Aide	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 through 2026-27	\$253,247.54	\$18,700.00	\$271,947.54				\$271,947.54	
2	2.6	Health and Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 through 2026-27	\$90,221.56	\$0.00	\$90,221.56				\$90,221.56	
2	2.7	TK-8 Educational Excursions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$7,950.49	\$210,000.00	\$217,950.49				\$217,950.49	
2	2.8	Extended Learning Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	2024-25 through 2026-27	\$108,239.27	\$1,500.00	\$109,739.27				\$109,739.27	
2	2.9	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$285,402.73	\$32,240.96	\$317,643.69				\$317,643.69	
2	2.10	Positive Culture and Climate Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 through 2026-27	\$434,751.49	\$53,087.03	\$487,838.52				\$487,838.52	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.11	LREBG Action Social Emotional Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$259,342.70	\$574,718.00	\$761,322.90	\$72,737.80			\$834,060.70	
2	2.12	Dean of Success	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	2024-25 through 2026-27	\$169,776.42	\$7,500.00	\$177,276.42				\$177,276.42	
2	2.13	Student & Family Supports Coordinator	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$130,333.23	\$7,500.00	\$137,833.23				\$137,833.23	
2	2.14	Opportunity Class	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 6th - 8th	2024-25 through 2026-27	\$141,788.30	\$250.00	\$142,038.30				\$142,038.30	
3	3.1	Academic Recovery Teachers- ELA	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	\$1,396,722.68	\$3,750.00	\$1,400,472.68				\$1,400,472.68	
3	3.2	Academic Recovery Teachers- Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$550,056.60	\$5,000.00	\$555,056.60				\$555,056.60	
3	3.3	Reading Intervention Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	\$510,440.72	\$0.00	\$510,440.72				\$510,440.72	
3	3.4	LREBG Action Intervention Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	\$646,802.31	\$1,500.00	\$504,950.31	\$143,352.00			\$648,302.31	
3	3.5	SST	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$54,873.00	\$0.00	\$54,873.00				\$54,873.00	
3	3.6	Enrichment Program for Unduplicated Students GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	2024-25 through 2026-27	\$1,707.16	\$33,800.00	\$35,507.16				\$35,507.16	
3	3.7	School Site Student Group Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$7,172.82	\$10,652.74	\$17,825.56				\$17,825.56	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	ELA Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-25 through 2026-27	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Math Support for Students with Disabilities	Students with Disabilities	No			Specific Schools: Golden Oak Elementary and Richland Junior High	2024-25 through 2026-27	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.10	Data Analysis and Instructional Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$3,553.29	\$0.00	\$3,553.29				\$3,553.29	
3	3.11	LREBG Action Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	\$3,839,601.95	\$10,000.00	\$3,185,134.95	\$664,467.00			\$3,849,601.95	
3	3.12	PE Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	\$91,259.18	\$0.00	\$91,259.18				\$91,259.18	
4	4.1	Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
4	4.2	Integrated ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
4	4.3	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
4	4.4	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$26,869,111	\$10,042,706	37.376%	0.000%	37.376%	\$11,365,835.77	0.000%	42.301 %	Total:	\$11,365,835.77
								LEA-wide Total:	\$8,375,894.16
								Limited Total:	\$6,000.00
								Schoolwide Total:	\$2,983,941.61

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum and Instruction Services - Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$532,779.63	
1	1.2	Teacher Induction Program Support Provider	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.3	Comprehensive School Site Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,737.00	
1	1.5	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,256.03	
1	1.6	Zero Period	Yes	Schoolwide	English Learners Low Income	Specific Schools: Richland Junior High 7th and 8th grade	\$39,264.73	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$774,747.33	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Dual Language Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary & Richland Junior High TK-7 (2026-27)	\$8,500.00	
2	2.1	Educational Parent Engagement - Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,230.09	
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,277.47	
2	2.3	Parent & Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,132.40	
2	2.4	Attendance/Chronic Absenteeism Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,025.72	
2	2.5	Health Services - District Nurse & Health Aide	Yes	LEA-wide	English Learners Low Income	All Schools	\$271,947.54	
2	2.6	Health and Safety	Yes	LEA-wide	English Learners Low Income	All Schools	\$90,221.56	
2	2.7	TK-8 Educational Excursions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,950.49	
2	2.8	Extended Learning Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	\$109,739.27	
2	2.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,643.69	
2	2.10	Positive Culture and Climate Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$487,838.52	
2	2.11	LREBG Action Social Emotional Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$761,322.90	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Dean of Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	\$177,276.42	
2	2.13	Student & Family Supports Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$137,833.23	
2	2.14	Opportunity Class	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 6th - 8th	\$142,038.30	
3	3.1	Academic Recovery Teachers- ELA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$1,400,472.68	
3	3.2	Academic Recovery Teachers- Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,056.60	
3	3.3	Reading Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$510,440.72	
3	3.4	LREBG Action Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$504,950.31	
3	3.5	SST	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,873.00	
3	3.6	Enrichment Program for Unduplicated Students GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	\$35,507.16	
3	3.7	School Site Student Group Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,825.56	
3	3.10	Data Analysis and Instructional Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,553.29	
3	3.11	LREBG Action Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,185,134.95	
3	3.12	PE Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$91,259.18	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,000.00	
4	4.2	Integrated ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.3	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,500.00	
4	4.4	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,441,505.26	\$14,481,781.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum and Instruction Services - Director	Yes	\$453,340.13	\$427,929.61
1	1.2	Teacher Induction Program Support Provider	Yes	\$230,281.66	\$199,430.58
1	1.3	Comprehensive School Site Program Support	Yes	\$69,737.00	\$66,390.37
1	1.4	PreSchool Mainstreaming	No	\$25,053.00	\$25,053.00
1	1.5	Educational Technology	Yes	\$154,256.03	\$143,874.44
1	1.6	Zero Period	Yes	\$29,264.73	\$33,388.18
1	1.7	Technology	Yes	\$1,003,247.33	\$1,006,983.89
1	1.8	Dual Language Program	Yes	\$20,000.00	\$5,438.78
2	2.1	Educational Parent Engagement - Community Liaison	Yes	\$179,369.60	\$158,539.02
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	Yes	\$199,974.91	\$169,814.11
2	2.3	Parent & Family Communication	Yes	\$21,799.00	\$21,519.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Attendance/Chronic Absenteeism Support	Yes	\$322,525.72	\$320,947.83
2	2.5	Health Services - District Nurse & Health Aide	Yes	\$275,917.54	\$241,588.76
2	2.6	Health and Safety	Yes	\$90,221.56	\$86,415.13
2	2.7	TK-8 Educational Excursions	Yes	\$217,950.49	\$164,918.32
2	2.8	Extended Learning Programs	Yes	\$109,739.27	\$103,777.87
2	2.9	Library Services	Yes	\$538,373.49	\$538,204.50
2	2.10	Positive Culture and Climate Support	Yes	\$506,838.52	\$486,448.29
2	2.11	LREBG Action Social Emotional Supports for Students	Yes	\$870,358.70	\$856,512.41
2	2.12	Dean of Success	Yes	\$175,978.80	\$168,516.61
2	2.13	Student & Family Supports Coordinator	Yes	\$139,833.23	\$160,230.84
2	2.14	Opportunity Class	Yes	\$132,600.09	\$139,331.22
3	3.1	Academic Recovery Teachers- ELA	Yes	\$1,244,798.65	\$1,302,199.18
3	3.2	Academic Recovery Teachers- Math	Yes	\$559,720.00	\$530,062.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Reading Intervention Support	Yes	\$510,440.72	\$496,813.27
3	3.4	LREBG Action Intervention Support	Yes	\$648,302.31	\$658,529.44
3	3.5	SST	Yes	\$54,873.00	\$46,786.71
3	3.6	Enrichment Program for Unduplicated Students GATE	Yes	\$16,207.16	\$5,390.64
3	3.7	School Site Student Group Support	Yes	\$17,825.56	\$14,567.04
3	3.8	ELA Support for Students with Disabilities	No	\$0.00	\$0.00
3	3.9	Math Support for Students with Disabilities	No	\$0.00	\$0.00
3	3.10	Data Analysis and Instructional Decision Making	Yes	\$121,553.29	\$120,849.86
3	3.11	LREBG Action Class Size Reduction	Yes	\$4,392,206.39	5,679,560.53
3	3.12	PE Aides	Yes	\$91,259.18	\$101,485.22
4	4.1	Designated ELD	Yes	\$6,658.20	\$283.96
4	4.2	Integrated ELD	Yes	\$5,000.00	\$0.00
4	4.3	LTEL Support	Yes	\$3,000.00	\$0.00
4	4.4	Newcomer Support	Yes	\$3,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,050,245	\$11,426,049.09	\$12,493,492.85	(\$1,067,443.76)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction Services - Director	Yes	\$453,340.13	\$427,174.61		
1	1.2	Teacher Induction Program Support Provider	Yes	\$75,000.00	\$67,050.00		
1	1.3	Comprehensive School Site Program Support	Yes	\$69,737.00	\$66,390.37		
1	1.5	Educational Technology	Yes	\$154,256.03	\$143,874.44		
1	1.6	Zero Period	Yes	\$29,264.73	\$33,388.18		
1	1.7	Technology	Yes	\$1,003,247.33	\$1,006,983.89		
1	1.8	Dual Language Program	Yes	\$20,000.00	\$5,438.78		
2	2.1	Educational Parent Engagement - Community Liaison	Yes	\$90,230.09	\$69,399.51		
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	Yes	\$199,974.91	\$169,814.11		
2	2.3	Parent & Family Communication	Yes	\$21,799.00	\$21,519.78		
2	2.4	Attendance/Chronic Absenteeism Support	Yes	\$322,525.72	\$320,947.83		
2	2.5	Health Services - District Nurse & Health Aide	Yes	\$275,917.54	\$241,588.76		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Health and Safety	Yes	\$90,221.56	\$86,415.13		
2	2.7	TK-8 Educational Excursions	Yes	\$217,950.49	\$164,918.32		
2	2.8	Extended Learning Programs	Yes	\$109,739.27	\$103,777.87		
2	2.9	Library Services	Yes	\$315,552.73	\$317,383.74		
2	2.10	Positive Culture and Climate Support	Yes	\$506,838.52	\$486,448.29		
2	2.11	LREBG Action Social Emotional Supports for Students	Yes	\$797,620.90	\$783,804.61		
2	2.12	Dean of Success	Yes	\$175,978.80	\$168,516.61		
2	2.13	Student & Family Supports Coordinator	Yes	\$139,833.23	\$160,230.84		
2	2.14	Opportunity Class	Yes	\$132,600.09	\$139,331.22		
3	3.1	Academic Recovery Teachers-ELA	Yes	\$1,244,798.65	\$1,302,199.18		
3	3.2	Academic Recovery Teachers-Math	Yes	\$559,720.00	\$530,062.33		
3	3.3	Reading Intervention Support	Yes	\$510,440.72	\$496,813.27		
3	3.4	LREBG Action Intervention Support	Yes	\$504,950.31	\$515,177.44		
3	3.5	SST	Yes	\$54,873.00	\$46,786.71		
3	3.6	Enrichment Program for Unduplicated Students GATE	Yes	\$16,207.16	\$5,390.64		
3	3.7	School Site Student Group Support	Yes	\$17,825.56	\$14,567.04		
3	3.10	Data Analysis and Instructional Decision Making	Yes	\$21,553.29	\$20,849.86		
3	3.11	LREBG Action Class Size Reduction	Yes	\$3,185,134.95	\$4,475,480.31		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	PE Aides	Yes	\$91,259.18	\$101,485.22		
4	4.1	Designated ELD	Yes	\$6,658.20	\$283.96		
4	4.2	Integrated ELD	Yes	\$5,000.00	\$0		
4	4.3	LTEL Support	Yes	\$3,000.00	\$0		
4	4.4	Newcomer Support	Yes	\$3,000.00	\$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$26,067,741	\$10,050,245	2.712%	41.266%	\$12,493,492.85	0.000%	47.927%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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